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Executive summary

Introduction

The Faculty of Art, Design and Architecture continued to enhance its reputation in 2010 in alignment with the strategic goals of the University of Johannesburg. Strategic priority areas for the year included programme development; staff profile, qualifications and development; promoting and sustaining excellence in teaching and learning; nurturing a research and creative production culture and environment; advancing faculty recognition and visibility; and operational efficiency. The Faculty succeeded in achieving the majority of its key objectives in these areas.

Staff profile

The Faculty had a total of 67 permanent and full-time contract members of staff in 2010. This comprised 47 academic staff, 14 support staff, three members in Academic Administration, a marketer, the Dean and her personal assistant. 50% of academic staff were senior lecturers, 46% lecturers and 4% associate professors. The equity profile in the Faculty improved slightly from 78% non-designated in 2009 to 67% in 2010. 79% of academic staff were non-designated compared to 85% in 2009.

The upgrading of staff qualifications progressed well. The level of academic qualifications of staff in the Faculty (excluding the Dean's Office) improved in 2010, with 68% of staff holding a master's or doctorate qualification compared to 60% in 2009. All staff members not holding a master's qualification in 2010 were either registered or preparing to register for further studies. Training and development focus was on capacity building in research, postgraduate supervision, discipline specific software applications and UJ systems. An initiative to develop the career paths of a leadership group was established with the aim of growing the professoriate in the Faculty.

Student profile and performance

A total of 1 092 undergraduate and 21 postgraduate students were enrolled in the ten programme types offered by the Faculty. This is an increase in total headcount enrolments from 954 in 2008 and 1093 in 2009. Total White and Coloured enrolments remained static while Black and Indian enrolments showed a slight variation of 1% up and down respectively. White first-time entering enrolments were at 47%, a 1% increase from 2009. Black first-time enrolments increased from 42% in 2009 to 44% in 2010. Total enrolments for 2010 were 52% non-designated and 48% designated.

The academic performance of students in the Faculty remains very good. The Faculty has consistently maintained a success rate of between 83% and 85% over the last four years. The undergraduate success rate for 2010 was 84.2%. Overall first year success rate remained static relative to 2009. Black and White first year success rates improved from 66% to 67% and from 82% to 84% respectively, while first year Coloured and Indian first year success rates declined. Overall, the second, third and fourth-year undergraduate success rates all remained stable at over 90%. Module success rates in all departments were generally above 55%, with four of the

six at-risk modules identified in 2009 showing improvement. A total of 313 graduates obtained their qualifications compared to 293 in 2009.

The Faculty continued to provide support to its students through an extended system of tutors for first-year students and special assistance to individual at-risk students, where needed. The first year experience programme (FYE), orientation and recognition of students' achievements are ongoing initiatives in the Faculty. Additional writing tutors were appointed to assist second and third year students. Green Design Week, a multi-disciplinary project in which all third and fourth year students in the Faculty participated, allowed for an opportunity to capitalise on the unique configuration of creative disciplines housed under one roof in the Faculty. In addition to this, a number of collaborative projects that brought students from different departments in the Faculty together, encouraged multi-disciplinary understanding and problem-solving. A series of "Friday Talks" and Industry Lectures presented by invited guest speakers exposed students to wider societal, environmental and economic issues. The success of this approach was attested to by the recognition gained by students through their creative achievements during the year. Students from the Faculty featured with placements in more than 50 national and regional award schemes.

Students' interests were dealt with in the Student Forum and in departmental representatives meetings. These committees provided students with opportunities to participate in departmental and Faculty matters and allowed for the promotion of the holistic development of students as responsible future citizens and professionals. Four quarterly meetings of the Student Forum were held. The Forum is administered by students and comprises the Dean, HFA, marketing co-ordinator and a student representative from every department. Items dealt with included academic matters, faculty administration related to the student life cycle, faculty events, student life and student concerns. Overall, students expressed high levels of satisfaction, with ventilation in the building, and access to the building after hours indicated as areas of frustration. Academic Administration and the faculty marketer made valuable contributions to ensuring a positive student climate by fostering a service orientation, facilitating the student welcoming programme and encouraging student participation in Faculty events.

Three portfolio workshops were hosted during school recess periods in 2010. The aim of the workshops was to improve access to programmes in the Faculty for potential students from schools who do not offer art or design in their curricula. An informal relationship was established with an FET college to assist them improve access to the University and Faculty for their students.

Academic programmes

Programme development continues to enjoy a high priority in the Faculty's strategic development with the introduction of a degree track scheduled for a rolling implementation across the next few years. The offering of a BA Design with specialisation in Graphic Design and a professional course work master's in Architecture received external approval and will be implemented in 2011. The revised National Diploma in Clothing Management (renamed Diploma in Fashion Production) and the BA Design with specialisation in Industrial Design were approved by Senate and submitted for external approval with implementation planned for 2012. The revised diploma and first degree in Architecture should be approved by Senate in 2011 and submitted for external approval with implementation planned for 2013. This marks the first parallel diploma/degree offering in the Faculty. These developments are significant milestones in the building of a comprehensive programme offering.

The programmes in Ceramics were in the final stage of phasing out with the last students due to complete their studies in 2010. A down sized ceramics studio will service the needs of industrial design and visual art students on a project basis and the facility refurbished to accommodate the growth of students in the Department of Architecture.

The second year module in Contextual Studies was implemented in 2010 and the third year curriculum formulated in preparation for implementation in 2011. The introduction of a three year academic major entitled Art and Design for students in the Faculty of Education was approved by Senate with the first year scheduled to commence in 2011. This major has been specifically developed for students who are studying for teaching qualifications in the Faculty of Education. The intention is to enlarge the pool of teachers qualified to teach art or design in secondary schools. The theme of citizenship was included in all programmes as an integrated component of identified modules. Other mechanisms to ensure the relevance of curricula content in module offerings in the Faculty were: teaching collaborations with industry, the revision of modules by departments to meet identified needs, greater utilisation of Edulink facilities, international precedents and the UJ technology mandate.

In 2010, the Teaching and Learning Forum provided opportunities for members of staff to devote focussed attention on the unique characteristics of teaching and learning in the creative disciplines. The Teaching and Learning Forum was established at the close of 2008, with the following intentions: develop a scholarship of teaching within the Faculty around the theme of creativity; enhance teaching and learning in the art and design fields through reflection, share best practices and engage with the UJ Teaching and Learning Philosophy; generate research output around teaching practice. The Forum held four well attended sessions during the year. The first dealt with the value of citizenship and its integration into teaching and learning. This was followed by three sessions devoted to considerations of design thinking during which presentations were made by invited guests and members of staff. The Department of Graphic Design worked closely with the Centre for Professional Staff Development (CPASD) to roll out the UJ Teaching and Learning Philosophy in its current and planned programmes.

Research and creative production

Preliminary indications are that members of the Faculty published a total of 28.5 subsidy units in 2010. This output included 22.5 journal articles, a 0.25 book chapter and 5.75 conference proceedings. During the course of the year, members of staff participated in 11 solo or duo exhibitions and 22 group exhibitions and completed 14 design projects. A pilot project for the recognition of creative production was successfully implemented during the year based on a set of criteria for the peer evaluation of creative work. The *Visual Identities in Art and Design* Research Centre achieved all proposed outputs and performance indicators by the end of the year. The Research Centre has established a national footprint and the intention is to now build an international profile as well.

A new research cluster *Design for Social Development* was established. The cluster consolidates diverse student and staff teaching and research activities in the Faculty that concern themselves with design, technology and development practices. Projects in the cluster place an emphasis on a user-centred approach to design and technology.

The FADA Gallery continued to promote the profile of the Faculty through the hosting of student and professional exhibitions. The Gallery is not only regarded as a venue

for acknowledging and celebrating creative work, but as a pedagogic and research resource. Nine exhibitions were held during the year. Each exhibition opened with a public event that was promoted through print and online platforms. The annual *Prestigious Alumni Exhibition* featured a retrospective showing of the work of award winning industrial designer Brian Steinhobell which was well received and generated a great deal of publicity for the Faculty and University.

The Research Seminar Series was instrumental in building research capacity in the Faculty. A total of 18 seminars were presented by staff and guests throughout the year. Two editions of the *FADA Research Newsletter* were published and included working papers, critical reviews and commentary on research endeavours and creative production. The Department of Architecture participated in the organisation of the international conference AZA2010 which drew a number of internationally renowned architects to Johannesburg and to the campus. The Department also hosted ASC2010, the annual architecture students' conference.

Governance and quality assurance

All departments have a variety of quality assurance mechanisms in place that appear to be functioning well. The Academic Planning and Quality Committee (APQC), Faculty Research Committee (FRC) and the Faculty Board met as scheduled and devoted a great deal of time ensuring that quality standards were upheld in relevant academic domains and functions, and that UJ rules and regulations were complied with. Departmental reports, bi-annual strategic sessions and performance appraisals provided informative overviews of quality management. Teaching evaluations completed by students and moderators' reports alerted departments to areas of excellence and to areas requiring attention and mediation.

Academic Administration ensured the maintenance of high quality levels through the following strategies: the setting of annual objectives; adherence to guidelines provided by Central Administration; benchmarking with other faculties; and effective communication channels. The integrity of data received focussed attention. Key performance indicators in all areas were met, and audits produced positive results and commendations. The extended and improved administration offices that include a dedicated computer area where students have access to the student portal will assist staff and students in the execution of functions.

Risk areas were identified as preparedness of entry level students, academic profile of staff, security and the physical working environment. Areas of particular concern for departments are the attraction and retention of suitable staff and poor ventilation, temperature control and noise levels in the building.

Community engagement

Members of Faculty delivered 31 lectures, talks and addresses during the year and they participated in 19 media interviews. Six public lectures were hosted in conjunction with the UJ Arts Centre. A total of 27 student and staff projects that included service learning, community-based research and organised outreach were completed. The Faculty received a UJ CE Award for the second consecutive year.

Community projects of note completed during the year included:

- *Cultural Action for Change*, a collaborative project between the Department of Visual Art, Phumani Paper, Artists Proof Studio and the University of Michigan that continued its work into the investigation of economic development, the role of the arts in addressing the HIV/Aids issue in South Africa as well as capacity building for community-based artists

- *Make a Difference Campaign.* Design and exhibition of HIV/Aids posters and multimedia DVD presentations for Diversity Week
- The design and construction of facilities for GDM Manica Sport Complex
- The Diepsloot Studio Project for architectural interventions to relieve infrastructural problems in the informal section of the township
- The *Cracking Walls* project for the Goethe Institut of SA
- The Thuthuka Jewellery Development Programme that provided facilities and mentorship to students from Soweto Jewellery School, Intsika Skills Beneficiation Project, and the Ekurhuleni Jewellery Project
- Numerous prototype designs targeted to assist people with specific disabilities and for community upliftment.

Branding and marketing

The Faculty continued with drives to establish and entrench its presence and profile among all its stakeholders by providing an ongoing narrative of Faculty activities and successes. FADA Information Sessions were attended by well over 500 visitors, and the opening of the student exhibitions drew an estimated 650 visitors to the Faculty. All events that were open to the public were publicised through various forms of media, including listings on the UJ and FADA web sites and the following external web sites or social networks: Radio 702, Highveld Stereo, Joburg.org, Design Mind, One Small Seed and Facebook. Where relevant, the UJ Media Office was informed of events for appropriate press releases, and external media coverage was received for more than 30 news items.

1 Progress and Planning

1.1 STRATEGIC OBJECTIVES FOR 2010

Two strategic sessions provided opportunities for the Faculty to revisit its vision, mission and strategic priorities. These sessions allowed each of the academic departments, as well as academic administration, to review their current status and make presentations illuminating their strategic plans within the context of relevant national priorities, university and faculty goals.

Key objectives outlined for 2010 were:

- **Student enrolments**
Growth in undergraduate and postgraduate student numbers with particular attention to the retention of students, the recruitment of black students and providing opportunities for improving the creative profile of prospective students
- **Staff qualifications and profile**
Upgrading of staff academic qualifications and general staff development in line with the university benchmarks and the UJ teaching and learning strategy
- **Excellence in teaching and learning**
Promoting and sustaining excellence in teaching and learning through quality assurance mechanisms and the active development of innovative teaching and learning practices
- **Research and creative production**
Nurturing a research culture and providing a supportive creative production environment by leveraging the opportunities presented by the Research Centre and the FADA Gallery and by promoting the recognition of creative production delivered by members of staff
- **Programme development**
Continuing to develop a competitive and relevant programme mix and offering in accordance with the Faculty's roll-out plan
- **Positioning and profile**
Advancing recognition and visibility of the Faculty through the development of relevant programme offerings, excellence, adding value to external constituencies, a unique institutional culture and a strong creative profile
- **Community initiatives**
Adopting a coherent approach to community engagement that includes service learning, community-based research and organised outreach
- **Operational efficiency**
Ensuring good governance, quality assurance and risk management in academic and administrative domains through compliance to relevant policies, procedures and best practices.

1.2 PROGRESS

As indicated in the executive summary and throughout this document good progress was made in all of the above areas.

Student enrolments

The Faculty maintained growth in undergraduate and post-graduate student numbers in line with the enrolment plan, paying particular attention to the strategic growth areas of Architecture and Multimedia. Initiatives for the retention of students, the

recruitment of black students and providing opportunities for improving the creative profile of prospective students were implemented. The Faculty actively promoted the introduction of the newly approved BA Design and the MTech Architecture programmes and explored new initiatives to promote the Jewellery and Fine Art programmes in order to increase the pool of applicants.

The offering of portfolio workshops more than doubled with three workshops attended by a total of 80 delegates, of whom 48% were from designated groups. Special efforts were made to provide learners from Soweto with the opportunity to attend a series of workshops with the assistance of Caxton Newspapers who featured the initiative in a number of editions. Initial discussions were held with an FET college with a view to assisting them prepare their students for access to tertiary institutions. Student support continued by means of the first year tutor system; a faculty specific orientation programme; active participation in the FYE project; departmental initiatives for at risk students; student representative committees; and the Student Forum. Two student surveys indicated that student satisfaction rates were above the target of 70%.

Staff qualifications and staff profile

The upgrading of staff academic qualifications and general staff development in line with university benchmarks and the UJ teaching and learning strategy continued. All academic staff completed training courses in accordance with departmental development plans and in alignment with Faculty priorities. Attendance of SQP training by participants was very good, however, there is some concern about the slow progress being made by a few members of staff. The development of post-graduate supervisory skills remained a priority, and was supported by UJ and Faculty initiatives. Renewed efforts were undertaken to improve the demographic profile of staff through scoping and headhunting exercises. This delivered positive results, with an improvement in the number of designated appointment in both academic and support domains.

Excellence in teaching and learning

Excellence in teaching and learning was promoted and sustained through quality assurance mechanisms, the active development of innovative teaching and learning practices and support to students. The academic success remained high with an overall total of 84.2% achieved. Targets to ensure quality assurance through the revision of the teaching and learning policy, phase 2 of the learning guide audit, phase 2 of the external moderators audit as well as identified student evaluations of lecturers and modules were all met. The Creative Teaching and Learning Forum explored the relevant themes of active, critical citizenship and design thinking in four sessions and in line with the UJ teaching and learning philosophy.

Programme development and a comprehensive PQM

The development of new programme offerings and a review of the viability of at risk programmes continued. The Diploma in Fashion Production and the BA Industrial Design were submitted for external approval and implementation in 2012; Senate approval for an academic major in Art & Design for the Faculty of Education was successful; consolidation of history & theory modules in the Faculty continued; the MTech Arch (prof) was cleared by SACAP for implementation in 2011 and the revised diploma and new degree offering in the Department of Architecture were approved by the Faculty's Academic Planning and Quality Committee (APQC) and the Faculty Board for forwarding to the Programme Working Group and Senate in 2011. International scoping and identification of institutions which offer aspirational characteristics and examples of best practice provided useful information for future planning.

Research and creative production

The Faculty continued to nurture a research culture and provide a supportive creative production environment by leveraging the opportunities presented by the Research Centre, PRDU and the FADA Gallery. Research capacity development continued through mentoring and Faculty platforms such as the research seminar series, research newsletter and workshops. The 2010 research output target of 20 – 26 subsidy units was exceeded by the delivery of 28.50 subsidy units. The target of at least 60 creative outputs in the public domain was unfortunately not met with only 47 outputs achieved. The introduction of the FADA pilot project for the recognition of creative production was implemented and nine “creative units” were awarded to members of staff. A new research cluster *Design for Social Development* was initiated. This initiative is aimed at the consolidation of disparate research efforts around themes of sustainability into a synergistic and defined niche area.

Positioning and profile

The Faculty built on the success achieved in advancing recognition of the Faculty through the development of relevant programme offerings, an ongoing narrative of events and achievements, leveraging the multi-disciplinary context as a differentiator and a number of high profile exhibitions in the FADA Gallery. Public lectures offering in conjunction with the UJ Arts Centre were increased from four to six in 2010. The Faculty marketing plan was structured around three objectives, namely, profile building, recruitment and retention of students and internal marketing. A host of events, exhibitions and media coverage ensured an ongoing public presence for the Faculty. Online social networks (Facebook and Twitter) were employed to set up messages to students and the general public as well as monitor comments by the general public about the Faculty and University.

Community initiatives

Focussed community projects with external stakeholders continued to enhance the Faculty’s commitment to community engagement. Student and staff projects were categorised into the three critical areas identified in the UJ Community Engagement Policy, namely, service learning, community-based research and organised outreach. Other community activities included service to academic and professional communities, leadership roles in professional and industry associations and participation on various public platforms.

Operational efficiency

The Faculty performed well in this area as attested to by various internal audits, external audits and reports.

1.3 CRITICAL PLANNING CONSIDERATIONS FOR 2011

The strategic objectives outlined above will be maintained in strategic planning for 2011. Intergration and alignment with the University’s strategic thrusts will be reviewed and strengthened with primary emphasis placed on initiatives related to:

- Relevance and depth of academic offering, research and CE
- Technology driven university
- Brand, identity, reputation and stature
- Institutional capacity and fitness for purpose

Imperatives for academic offerings and research include:

- The attraction and retention of top students, meeting the changing needs of industries in curriculum content, enabling post-graduate studies, facilitating growth in strategic areas, investigating international precedents as directives for future development, ensuring HEQF compliance and continuing to work towards a comprehensive PQM.
- Enhancing research and creative output, strengthening research enablers and catalysts in the Faculty, extending the profile and capacity of the VIAD Research Centre nationally and internationally.

Imperatives for a technology driven university include:

- Profiling and strengthening technology programme offerings and achievements
- Encouraging student participation in national and international competitions with a technology focus
- Developing the research cluster *Design for Social Development* through support for appropriate projects, multi-disciplinary and collaborative partnerships and industry connections.

Imperatives for brand, identity and reputation include:

- Ongoing publicity initiatives to maintain public presence
- Promoting the creative profile of the Faculty through strategic connections with high profile events like the Design Indaba, a dynamic gallery programme, leveraging the VIAD Research Centre's growing reputation and recognition.

2 Human Resource Management

2.1 EMPLOYEE PROFILE

The Faculty had a total of 67 permanent and fixed-term contract members of staff in 2010. This comprised 47 academic staff including three fixed-term contracts employees, 14 support staff, three members in Academic Administration, a marketer, the Dean and her personal assistant. 50% of academic staff was senior lecturers, 46% lecturers and 4% associate professors. An initiative to develop the career paths of a leadership group was established with the aim of growing the professoriate in the Faculty.

During the year, six academic and two non-academic appointments were made. AD Campbell was appointed senior lecturer in the Department of Industrial Design. DM Hendricks was appointed as a lecturer in the Department of Architecture, CE van Zyl and S Sooklal were appointed as lecturers in the Department of Graphic Design, N Frazier and S Maphangwa were appointed as lecturers in the Departments of Jewellery Design and Visual Art respectively. J Maans was appointed as a technician in the Department of Industrial Design and L Sigwasa as a workshop assistant in the Department of Visual Art. E van Niekerk and V Shongwe retired from the Departments of Industrial Design and Architecture respectively and AG Nizetich resigned from the Department of Industrial Design.

Details of the employee profile are provided in tables 2.1, 2.2, 2.3 and 2.4 below.

Table 2.1: Permanent and fixed-term academic employees

FADA ACADEMIC EMPLOYEES	FULL TIME PERMANENT and FIXED TERM			
	Associate professor	Senior Lecturer	Lecturer	TOTAL
Architecture	1	5	2	8
Fashion	0	3	5	8
Graphic Design	0	3	3	6
Industrial Design	0	3	2	5
Interior Design	0	3	3	6
Jewellery and Ceramic Design	0	1	2	3
Multimedia	0	1	2	3
Visual Art	1	4	1	6
Research Office	0	0	1	2
TOTAL	2	23	21	47

Table 2.2: Composition of academic employees as a percentage

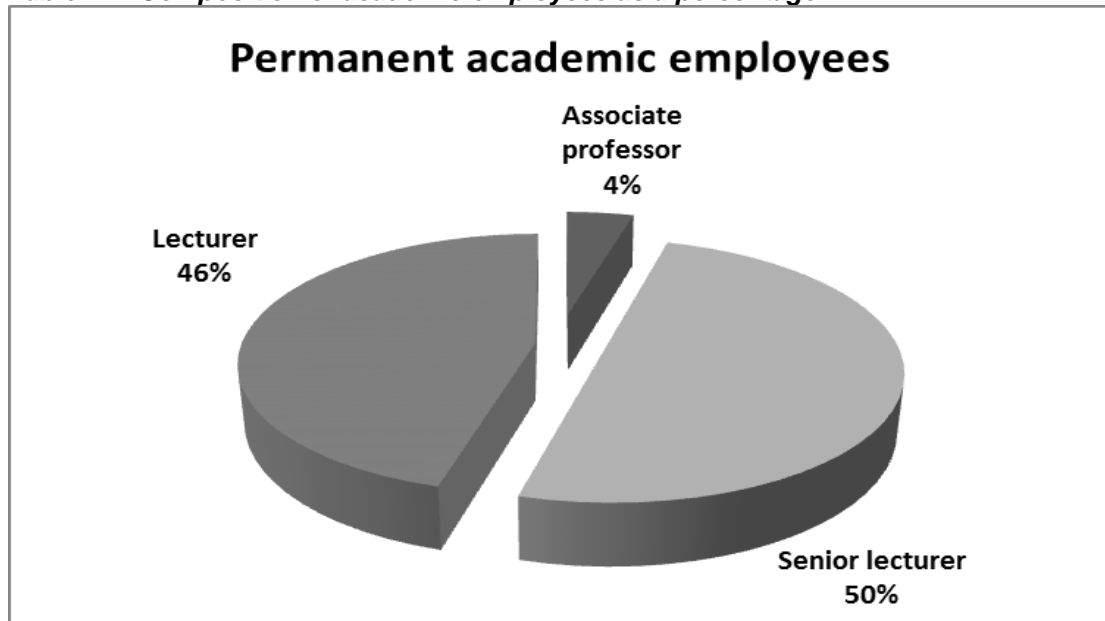


Table 2.3: Support staff

Non-academic Support	
Departmental secretaries	5
General assistants	4
Workshop assistants	3
Technical officers	2
TOTAL	14
Dean's Office and Academic Administration	
Head Academic Administration	1
Senior Faculty Officer	1
Faculty Officer	1
Marketing coordinator	1
Executive secretary	1
Dean	1
TOTAL	6
GRANDTOTAL	20

Table 2.4: New appointments, promotions, retirements, and resignations

Department	New appointments	Promotions	Resignations	Retirements
Architecture	Hendricks DM			Shongwe V

Department	New appointments	Promotions	Resignations	Retirements
Graphic Design	Van Zyl CE			
	Sooklal S			
Industrial Design	Campbell AD		Nizetich AG	Van Niekerk E
	Maans J			
Jewellery and Ceramic Design	Nazier F			
Visual Art	Maphangwa S			
	Sigwasa L			

A comprehensive list of part-time appointments made in 2010 is provided in Appendix 2. These ranged from one-hour guest lectures to eleven month temporary appointments. Positions and functions fulfilled included teaching, tutoring, student assistants, management of computer laboratories, models for drawing classes and assistance with course developments, research and report writing and editorial services. Appointments were funded by vacant posts and the part-time salary budget.

2.2 EQUITY PROFILE

The equity profile in the Faculty improved during the year from 78% non-designated in 2009 to 67% in 2010. Of the six academic appointments made during the year, four were from the designated group. Both non-academic appointments were from the designated group. Equity profile at the end of 2010 for the Faculty was 32.8% designated with 21.2% of academic staff from the designated group and 60% of support staff from the designated group.

Details of the equity profile are provided in table 2.5 below.

Table 2.5: Equity profile of full time employees

DEPARTMENTS	Black		Coloured		Indian		White		TOTAL		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	
Architecture	1	1	1	0	0	0	3	2	5	3	8
Fashion	0	0	0	0	1	1	1	5	2	6	8
Graphic Design	0	0	0	0	0	1	1	4	1	5	6
Industrial Design	0	0	0	0	0	0	4	1	4	1	5
Interior Design	0	0	0	0	0	0	4	2	4	2	6
Jewellery and Ceramic Design	0	0	0	1	0	1	1	0	1	2	3
Multimedia	0	0	0	0	0	0	3	0	3	0	3
Visual Art	0	1	0	0	1	0	1	3	2	4	6
Research Office	0	0	0	0	0	0	0	2	0	2	2
TOTAL	1	2	1	1	2	3	18	19	22	25	47

SUPPORT STAFF	Black		Coloured		Indian		White		TOTAL		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	
Departmental secretaries	0	1	0	0	0	1	0	3	0	5	5
General assistants	0	4	0	0	0	0	0	0	0	4	4
Workshop Assistants	2	1	0	0	0	0	0	0	2	1	3
Technical Officers	1	0	1	0	0	0	0	0	2	0	2
Academic Administration	0	0	0	0	0	1	0	2	0	3	3
Marketing Co-ordinator	0	0	0	0	0	0	0	1	0	1	1
Executive Secretary	0	0	0	0	0	0	0	1	0	1	1
Dean	0	0	0	0	0	0	0	1	0	1	1
TOTAL	3	6	1	0	0	2	0	8	4	16	20

FADA TOTALS	Black		Coloured		Indian		White		TOTAL		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	
TOTAL per race & gender	4	8	2	1	2	5	18	27	26	41	67
TOTAL per race	12		3		7		45				
Percentage of total	18%		4.5%		10.4%		67%				

2.3 ACADEMIC QUALIFICATIONS

The upgrading of staff qualifications progressed well. The level of academic qualifications of staff in the Faculty (excluding the Dean's Office) improved in 2010, with 68% of staff holding a master's or doctorate qualification compared to 60% in 2009. All staff members not holding a master's qualification in 2010 were either registered or preparing to register for further studies. Five members of staff completed their master's qualification in 2010.

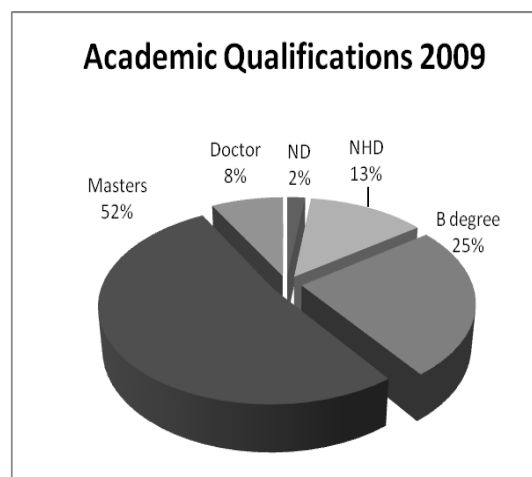


Table 2.6: Academic qualifications of permanent employees

ACADEMIC QUALIFICATIONS	FULL TIME PERMANENT					
	ND	NHD	B degree	Masters	Doctor	TOTAL
Associate Professor	0	0	0	1	1	2
Senior Lecturer	0	2	1	18	2	23
Lecturer	0	4	8	9	0	21
TOTAL	0	6	9	28	4	47

Table 2.7: Academic qualifications of permanent employees in Dean's Office and Academic Administration

ACADEMIC QUALIFICATIONS	FULL TIME PERMANENT			
	Cert	ND	B(Hons)	PhD
Dean's Office	1	0	1	1
Academic Administration	1	1	1	0
TOTAL	2	1	2	1

2.4 STAFF ACHIEVEMENTS

Staff gained recognition in a number of ways during the year. This included winning awards for creative work, invitations to sit on adjudication panels, invitations to address specialist audiences and the upgrading of academic qualifications. Three members of staff were granted long service awards and three obtained community service awards. Details of individual achievements in each department are listed below.

Architecture

MEMBER	POST	DETAILS OF AWARD/ACHIEVEMENT
Oppper AW	SL	UJ recognition creative output – seven designs / exhibitions submitted and total of five 'creative 'units' awarded.
Krige LF	L	Publication of photographs in six international journals
Krige LF	L	Invited to judge student photographic competition
Saidi FE	SL	Community Service Award for Manica project
Wagener A	L	Community Service Award Manica project)
Wagener A	L	20 year long service award

Fashion

MEMBER	POST	DETAILS OF AWARD/ACHIEVEMENT
Fletcher AH	L	Software instruction awarded by Lectra SA giving UJ access to the Expert Pro level of software functions – the first in SA. 3D application software will be added to our licensing agreement. This donation carries a monetary value of R 500k//license.
Ramdass KR	SL	Guest speaker at SAIMAS conference Chair for quality audit of project management

		programme at Tshwane University of Technology
De Wet AJC	L	20 year long service award

Graphic Design

MEMBER	POST	DETAILS OF AWARD/ACHIEVEMENT
Gray BL	L	MAFA cum laude, Witwatersrand University
Hyson IL	SL	MTech (Fine Art) cum laude, University of Johannesburg

Industrial Design

MEMBER	POST	DETAILS OF AWARD/ACHIEVEMENT
Campbell AD	SL	First place ARMSA student design award 2010 (R1500)
Bradnum CMS	SL	Third place in the 2010 Carol Boyes Metal Competition – entry: Towering Tree-Ou
Bradnum CMS	SL	Short listed for the 2010 Eskom Lighting Competition – entry: Sceptre Light

Interior Design

MEMBER	POST	DETAILS OF AWARD/ACHIEVEMENT
Jones RG	L	20 year long service award

Jewellery and Ceramic Design

MEMBER	POST	DETAILS OF AWARD/ACHIEVEMENT
Hön EP	SL	Fellow, in recognition of contributions to ceramics and to Ceramics Southern Africa

Multimedia Design

MEMBER	POST	DETAILS OF AWARD/ACHIEVEMENT
Edwards MD	SL	MA Digital Arts, University of the Witwatersrand
Fenn T	L	Research grant awarded by the international Information Architecture Institute for project entitled <i>Cognition thinking in information architecture: An approach to developing indeterminate problem solving skills in design education.</i>

Visual Art

MEMBER	POST	DETAILS OF AWARD/ACHIEVEMENT
Berman KS	AP	Delivered the keynote address at the <i>Drama for Life Conference Arts Activism, Education and Therapies: Transforming communities across Africa</i> . Title: Imagination and agency: Facilitating social change through the visual arts
Berman KS	AP	Community Engagement Award
Berman KS	AP	Selected as a mentor by Art Space/Art Source for their mentorship programme
Maphangwa S	L	MTech (Fine Art), University of Johannesburg
Nanackchand, V.	L	MTech (Fine Art), University of Johannesburg

2.5 STAFF DEVELOPMENT

Training and development focus was on capacity building in research, postgraduate supervision, teaching and learning strategies, discipline specific software applications and UJ systems. The Faculty facilitated a number of workshops and seminars during the year to assist staff. Attendance of the training sessions related to the introduction of new UJ systems was excellent and the SQP provided valuable workshop sessions and lectures for novice researchers and supervisors. A brief summary of course themes is provided in table 2.8, followed by a more detailed description of courses attended by departmental members and administrative staff. The emphasis placed on research and supervisory capacity building echos the Faculty's strategic priorities.

2.5.1 Training completed in 2010

Table 2.8: Areas of training

Academic		Administration	
Course Theme	Attended	Course Theme	Attended
Research Methodology	50	ITS training / UJ systems	44
Teaching and Learning	31	Personal development	3
Professional Development	8	Stress management	8
UJ Systems	24	Assertiveness	8
Self development	1		
Software applications	11		
Postgraduate supervision	15		

Architecture

Name of staff member	Name of course/ Theme of programme	Core content regarding knowledge and skills developed	Number of days/hrs
Vosloo C	EduLink	Intermediate use of internet based teaching tool	3 hours
Vosloo C	ImageNow	Applications processing	1 hour
Vosloo C	Writing for publication	Writing articles for subsidy bearing academic journals	5 days
Hendricks DM	Academic preparation	Developing teaching methodologies and strategies	2 days
Oppen AW	Research supervision workshop	Detailed research supervision	4 hours
Krige LF	Rhino/Grasshopper 3d	Digital fabrication	5 days
Krige LF	ImageNow	Processing of BTEch applications	3 hours
Wagener A	The First Year Experience	Factors which influence the performance and behaviour of current first year cohort	1 day

Wagener A	SQP workshop	Argumentation in the masters dissertation	1 day
Wagener A	SQP workshop	The masters degree as genre	1 day

Fashion

Name of staff member	Name of course/ Theme of programme	Core content regarding knowledge and skills developed	Number of days/hrs
Fletcher AH	Lectra	Modaris-Pro, Expert – software training	10 days
Fletcher AH	SQP Workshops	Research development	12 hours
Fletcher AH	Departmental workshop	Postgraduate supervision, SWOT analysis and proposal writing	3hours
Lavelle CA	Qualitative research design	Provided an overview of qualitative research design	4 hours
Lavelle CA	Qualitative data collection and analysis	Provided an overview of qualitative data analysis focusing on coding processes, content analysis and grounded analysis	4 hours
Lavelle CA	Departmental workshop	Postgraduate supervision, SWOT analysis and proposal writing	3hours
Smal DN	Postgraduate supervision	Development of supervisory capacity	2 days
Smal DN	Supervisor Forum	Development of supervisor	6 hours
Smal DN	Performance management	Workshop to discuss the roll-out of the PM-system to all staff.	2 hours
Smal DN	SQP workshop	Qualitative analysis	4 hours
Smal DN	ImageNow	Processing of new applications	2 hours
Smal DN	Online claims/appointments	Processing of part-time electronic claims and appointments	2 hours
Smal DN	Departmental workshop	Postgraduate supervision, SWOT analysis and proposal writing	3hours
Hutchinson GE	SQP Workshop	Qualitative research design methods	4 hours
Hutchinson GE	SQP Workshop	Qualitative data analysis	4 hours
Hutchinson GE	Departmental workshop	Postgraduate supervision, SWOT analysis and proposal writing	3hours

Dos Santos JC	Postgraduate supervision	Development of supervisory capacity	2 days
Dos Santos JC	SQP workshop	Data analysis	4 hours
Dos Santos JC	Departmental workshop	Postgraduate supervision, SWOT analysis and proposal writing	3hours
Ramdass KR	Departmental workshop	Postgraduate supervision, SWOT analysis and proposal writing	3hours
De Wet AJC	Postgraduate supervision	Research methodology, research design and supervision	2 days
De Wet AJC	SQP workshop	Qualitative data analysis	4 hours
De Wet AJC	Departmental workshop	Postgraduate supervision, SWOT analysis, proposal writing	3 hours
Harvey RN	Postgraduate supervision	Research, design and methodology and supervision	2 days
Harvey RN	SQP workshop	Qualitative data analysis	4 hours
Harvey RN	Departmental workshop	Postgraduate supervision, SWOT analysis and proposal writing	3hours
Harvey RN	ImageNow	UJ new application system	3 hours
Harvey RN	Lectra Kaledo software training	Training on the upgraded software packages for Kaledo Style, Print and Weave	3 days

Graphic Design

Name of staff member	Name of course/ Theme of programme	Core content regarding knowledge and skills developed	Number of days/hrs
Gray BL	Adobe CS5 Flash training (intermediate level)	Motion graphics in Adobe CS5 Flash	3 days
Gray BL	EduLink: Next Generation	Training to use EduLinkNextGen	2.5 hours
Van Zyl CE	EduLink: Next Generation	Training to use EduLinkNextGen	2.5 hours
Pretorius JD	Performance management	Implementation of UJ system	2 hours
Pretorius JD	Teaching and Learning Workshop	Implementing the UJ "Learning to Be" teaching philosophy	3 hours
Pretorius JD	Brand Champion	Brand Champion Training	3.5 hours
Pretorius JD	Teaching excellence conferences	UJ Teaching excellence conferences x2	
Pretorius JD	Indesign CS4	Layout software training	4 days

Pretorius JD	ImageNow	Processing of new applications	1.5 hours
Pretorius JD	EduLink: Next Generation	Training to use EduLinkNextGen	2.5 hours
Groenewald M	Photoshop Essentials	Adobe Photoshop CS3	3 days
Groenewald M	ImageNow	Use of ImageNow software to manage applications to BTech programme	3 hours
Groenewald M	EduLink: NextGeneration	Training to use EduLinkNextGen	2.5 hours
Sooklal S	EduLink: Next Generation	Training to use EduLinkNextGen	2.5 hours
Hyson IL	Illustrator	Basics of Illustrator	5 days
Hyson IL	EduLink	Basic introduction	2 hours
Hyson IL	Writing for publication	Approaches and methods	1 day

Industrial Design

Name of staff member	Name of course/ Theme of programme	Core content regarding knowledge and skills developed	Number of days/hrs
Campbell AD	Linking quality teaching and learning to quality assessment	Quality development	3 hours
Campbell AD	Academic preparation for new academic staff	Curriculum development, teaching & learning & assessment for learning	5.5 hours
Campbell AD	Breaking the Transmission Mode	Professional academic development follow-up workshop	3.5 hours
Campbell AD	Introduction to research in the arts	Research methodology	7.5 hours
Campbell AD	Postgraduate Supervision Forum	Development of post-graduate supervisory capacity	10 hours over 2 days
Campbell AD	Rhino User Group	Software training	3 hours
Campbell AD	Solid Works, PhotoView 360 Training	Software training	1 hour
Campbell AD	Design for social development workshop	Identification of research themes	7.5 hours
Campbell AD	Biomimicry workshop	Introduction to biomimicry	4 days
Bradnum CMS	Rhino User Group	Software training	3 hours
Bradnum CMS	Design for social development workshop	Identification of research themes	7.5 hours
Bradnum CMS	Biomimicry workshop	Introduction of biomimicry	4 days

Nizetich AG	Kick start your research	Preparing research proposals	4 hours
Nizetich AG	Research supervisors workshop	Learning how to be a better supervisor.	2 days
Nizetich AG	Introduction to research in the arts	Research methodology	2 days
Hunkin JL	Time management	Workshop on how formal study impacts on lecturing commitments and specific strategies that can be used for making optimum use of time	1 day
Hunkin JL	Research paradigms	A brief overview of the history of Science and the three major research paradigms: Positivism, Critical Theory and Postmodernism.	1 day
Hunkin JL	Kick start your research	Workshop on researchable and meaningful research questions	1 day
Hunkin JL	RefWorks introduction	Training on the bibliographic software package for generating and automatically updating reference lists	1 day
Hunkin JL	SPSS for novices	Training for novices on the statistical software package	1 day
Hunkin JL	SQP workshop	Argumentation in masters research writing	1 day

Interior Design

Name of staff member	Name of course/ Theme of programme	Core content regarding knowledge and skills developed	Number of days/hrs
Breytenbach A	ImageNow	Software training for online applications	6 hours
Breytenbach A	SQP workshop	The origins of science	4 hours
Breytenbach A	Postgraduate supervision workshop	The role of the supervisor and various national and institutional functions and responsibilities	2 days
Breytenbach A	Postgraduate supervision workshop	Developing conference papers or research into publishable research articles	5 days
Gill A	ImageNow	Software training for online applications	3 hours
Guy CJ	Winter School	Mixed methods research design	1 day
Guy CJ	SQP workshop	Kick start your research	3 hours
Guy CJ	An introduction to research in the arts	Research and writing for the masters proposal and dissertation	3 days

Guy CJ	SQP workshop	Argumentation in dissertations	3 hours
Guy CJ	SQP workshop	Exploring qualitative data analysis	3 hours
Guy CJ	SQP	Refworks Workshop	3 hours
Guy CJ	UJ Website training	Adding editing and accessing information on departmental web page	3 hours
Prinsloo I	SQP workshop	The origins of science	4 hours
Prinsloo I	SQP workshop	Qualitative research design	8 hours
Prinsloo I	SQP workshop	Literature review	6 hours
Prinsloo I	SQP workshop	Qualitative data analysis	6 hours
Prinsloo I	SQP workshop	Voice and presentation skills	5 hours
Prinsloo I	SQP workshop	Data analysis with Atlasti.	3 hours
Prinsloo I	SQP workshop	Exploring qualitative data analysis - discourse analysis	4 hours
Jones RG	An introduction to research in the arts	Introduction to research and writing the masters proposal and dissertation	2 days
Jones RG	SQP welcome	Introduction and course content for 2010	3 hours
Jones RG	SQP workshop	Writing the masters proposal	3 hours
Jones RG	SQP workshop	Guidelines for presentation skills	3 hours
Jones RG	SQP workshop	Overview of masters proposal and dissertation	4 hours

Jewellery and Ceramic Design

Name of staff member	Name of course/ Theme of programme	Core content regarding knowledge and skills developed	Number of days/hrs
Els C	EduLink 2010 and 2011	Introduction to EduLink software	4 hours
Els C	ImageNow	Processing of online applications	5 hours
Hön EP	EduLink 2010	Introduction to EduLink software	4 hours
Hön EP	Website Training	Manage and add to programme information on the UJ Website	3 hours
Nazier F	Academic preparation for new academic staff	Curriculum development, teaching and learning, assessment for learning	3 days
Nazier F	EduLink 2010 and 2011	Introduction to EduLink software	4 hours
Nazier F	ImageNow	Processing of online applications	5 hours
Nazier F	Breaking the transmission mode	Application of teaching and learning theories	5 hours

Nazier F	Research paradigms	Introduction to research theory and applications	3 hours
Ramgolam J	Performance appraisal system	Performance development for support staff	2 hours
Ramgolam J	ImageNow	Processing of online applications	3 hours
Ramgolam J	EduLink	Module development to assist with the compilation of learning guides	1 hour
Ramgolam J	EduLink	Teaching and learning practices	1 hour
Ramgolam J	EduLink	Training for EduLinkNextGen	1 hour
Nel M	Breaking the transmission mode	Application of teaching and learning theories	5 hours

Multimedia

Name of staff member	Name of course/ Theme of programme	Core content regarding knowledge and skills developed	Number of days/hrs
Edwards MD	SQP workshop	Developing academic arguments in post- graduate writing	4 hours
Edwards MD	Performance management	Performance management training	4 hours
Edwards MD	Assessing post -graduate writing	Responsibilities and approaches to assessing and providing feedback to written assignments.	4 hours
Edwards MD	ImageNow	Processing online applications	2 hours
Edwards MD	Staff web training	Content management system	2 hours
Fenn TK	Graduate supervision workshop	Post-graduate research, methodologies and supervision	2 days
Fenn TK	Staff web training	Content management system	2 hours
Fenn TK	Assessing post-graduate writing	Responsibilities and approaches to assessing and providing feedback to written assignments	4 hours
Fenn TK	Postgraduate supervision	Pre supervision, supervision, difference between D and M, the student experience, models of supervision, proposals, literature review	3 days
Fenn TK	SQP workshop	Developing academic arguments in post- graduate writing	4 hours
Fenn TK	Developing writing intensive teaching and learning	Approaches to developing structured thinking in lectures by including writing exercises and assessments	2 days
Jansen van Veuren LM	Research Methodology	Research methodologies for postgraduate studies	2 days

Visual Art

Name of staff member	Name of course/ Theme of programme	Core content regarding knowledge and skills developed	Number of days/hrs
Paton DM	EduLink	NextGen orientation and upload of learning guides	2 hours
Von Veh KE	EduLink	Next Gen orientation and upload of learning guides	2 hours
Berman KS	EduLink	Uploading course curriculum	4 hours
Berman KS	Postgraduate supervision	Capacity development for post-graduate supervision	2 days
Maphangwa S	Academic preparation for new academic staff	Curriculum development, teaching and learning, assessment of learning	3 days: 19 hours
Maphangwa S	Breaking the Transmission Mode	Application of teaching and learning theories	5 hours
Maphangwa S	EduLink	How to use EduLink, create table of content, citations and bibliography	5 hours
Maphangwa S	ImageNow	Basics quick guide	3 hours
Maphangwa S	UJ Website Styling	Uploading documents, navigation, editing pages, content and structure,	2 hours
Nanackchand V	SQP workshops	Attended workshops on supervision & writing for publication	20 hrs
Nanackchand V	ImageNow	Basics Quick guide	3 hours
Nanackchand V	EduLink	Orientation workshops	5 hours

Academic Administration

Name of staff member	Name of course/ Theme of programme	Core content regarding knowledge and skills developed	Number of days/hrs
All admin staff	Stress management	Identify and manage sources of stress	1 day
All admin staff	Assertiveness	Boost self-confidence and teach individuals how to be more assertive in a supportive environment	1 day
Hollander L	People management skills for new managers	Developing leadership; organising while leading; maintaining effective controls	2 days
Hollander L	English communication skills	Skills to write effective reports and minutes.	1 days
Hollander L	Performance management	Holding honest conversations	1 day
All admin staff	ITS Version 13 training	UJ implementation of new student system, all 3 staff members	13 sessions

		received intensive in office training	
All admin staff	ImageNow	UJ implementation of new document management system, all staff members working with applications received intensive in office training	2 days

2.5.2 Staff Qualification Project (SQP)

Staff attendance of SQP workshops was excellent with four members of staff completing their master's studies in 2010. At the closing of the year nine members of staff were registered for the programme and three of these should complete their studies in 2011. The remaining members are scheduled to complete in 2012 and three members of staff must register for master's studies in 2011. Although the project has been going well generally, some heads of departments have expressed concern about the slow progress being made by a few members of staff because of heavy workloads. Additional assistance from the Faculty was thus provided in addition to SQP benefits.

2.5.3 Staff development plans for 2011

All members of staff are required to update their development plans on an annual basis in consultation with their line supervisors. Development objectives for the year are slowly and systematically being integrated into performance contracts. While heads of departments have undergone stringent performance appraisals for a number of years, a formalised system was introduced for all staff members in 2010. This will be refined in 2011 in accordance with university directives. Areas identified for staff development in 2011 are similar to those in 2010 and include the following: upgrading of staff qualifications, developing research capacity particularly in writing for publication, postgraduate supervision, digital and software applications. Staff will also undergo training in UJ systems and procedures as required, and as information becomes available. Preliminary plans for staff training and development in each of the departments are outlined below. Development plans for individual staff members will be finalised when performance contracts have been signed off. Departmental plans are outlined in Appendix 3.

2.6 HEALTH AND SAFETY

The FADA Health and Safety Committee held quarterly meetings. The Committee comprised departmental and workshop representatives, the campus health and safety officer and guests that were invited on an ad hoc basis. The Health and Safety Committee ensured that all requisite safety measures were in place. Matters considered and attended to during the year included the following:

- First aid training and monitoring of first aid equipment
- Fire drill and evacuation routes in the building (fire drill and evacuation exercise successfully completed)
- Recording and investigation of all health and safety incidents
- Smoking areas, smoking legislation and appropriate signage
- Emergency lights in the building
- Recycle bins
- Sewerage issues
- Gas leaks and gas alarms
- Presence of toxic substances and poor ventilation.

The campus health and safety officer is responsible for the inspection and identification of risks particularly in the workshop areas. Four inspections were undertaken in the course of the year, the results of which were reported to the FADA

Health and Safety Committee and included in the monthly campus report. In as far as possible, departments rectified identified problems.

3 Academic programmes

3.1 ENROLMENT FIGURES

A total of 1 092 undergraduate and 21 postgraduate students were enrolled in the ten programme types offered by the Faculty. This is an increase in total headcount enrolments from 954 in 2008 and 1093 in 2009. Total White and Coloured enrolments remained static while Black and Indian enrolments showed a slight variation of 1% up and down respectively. White first-time entering enrolments were at 47%, a 1% increase from 2009. Black enrolments increased from 42% in 2009 to 44% in 2010. Total enrolments for 2010 were 52% non-designated and 48% designated.

Three portfolio workshops were hosted during school recess periods in 2010. The aim of the workshops was to improve access to programmes in the Faculty for potential students from schools who do not offer art or design in their curricula. An informal relationship was established with an FET college to assist it improve access to the University and Faculty for their students.

Table 3.1: Headcount enrolments across three years

Headcount Enrolments	2008	2009	2010
First-time entering undergraduate	343	337	331
Undergraduate diplomas	812	936	946
Undergraduate degrees	130	141	146
Total undergraduate	942	1077	1092
Masters	12	16	21
Total	954	1093	1113
% First-time entering undergraduate	36.41%	31.32%	28.85%
%Undergraduate diplomas	86.20%	86.99%	86.63%
%Undergraduate degrees	13.80%	13.01%	13.37%
%Undergraduate(of total)	98.74%	98.53%	98.11%
%Postgraduate(of total)	1.26%	1.47%	1.89%

Table 3.2: Growth in headcount enrolments 2008 - 2010

COURSE LEVELS	Growth in headcount enrolments			
	2008 - 2009		2009 – 2010	
	Diff	%growth	Diff	%growth
First Time entering undergraduate	-6	-1.75%	-22	-6.53%
Undergraduate diplomas and certificates	124	15.27%	10	1.07%
Undergraduate degrees	10	7.69%	6	4.29%
Total Undergraduate	134	14.23%	16	1.49%
Total Postgraduate	4	33.33%	5	31.25%

Table 3.3: Enrolments per programme

Enrolments: Post graduate	Total		
	2008	2009	2010
MTech: Ceramic Design	1	0	0
MTech: Clothing Management	0	1	1
MTech: Fashion	1	4	4
MTech: Fine Art	9	6	8
MTech: Industrial Design	1	2	2
MTech: Interior Design	0	3	4
Enrolments: Undergraduate	Total		
	2008	2009	2010
BTech: Architectural Tech (App Design)	24	14	19
BTech: Architectural Tech (Management)	27	43	34
BTech: Ceramic Design	6	2	0
BTech: Clothing Management	3	1	4
BTech: Fashion	11	9	5
BTech: Fine Art	5	6	11
BTech: Graphic Design	11	10	15
BTech: Industrial Design	11	12	7
BTech: Interior Design	9	17	18
BTech: Jewellery Design and Manufacture	7	5	6
BTech: Multimedia	14	19	22
NDip: Architectural Technology	169	208	198
NDip: Ceramic Design	24	13	9
NDip: Clothing Management	44	53	60
NDip: Fashion	67	81	90
NDip: Fine Art	60	72	70
NDip: Graphic Design	97	120	123
NDip: Interior Design	117	120	109
NDip: Jewellery Design and Manufacture	26	13	4
NDip: Multimedia	96	111	132
NDip: Three-Dimensional Design	52	32	4
NDip: Jewellery Design and Manufacture	20	36	49
NDip: Three-Dimensional Design	26	52	78

3.2 STUDENT EQUITY PROFILE

Overall enrolments in the four race groups remained fairly static, although there was a slight increase in first time entering black enrolments as indicated in table 3.4. A number of recruitment initiatives were introduced during the year with the objective of increasing black enrolments. These included a sponsored portfolio workshop,

establishing connections and discussions with an FET college, teacher seminars, and a presence at a number of Soweto events.

Table 3.4: Enrolments per race

% of total enrolments	% Black			% Coloured			% Indian			% White		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
First Time Entering	41%	42%	44%	4%	7%	5%	4%	5%	4%	51%	46%	47%
Under graduate diplomas	38%	38%	39%	5%	5%	5%	5%	5%	5%	53%	52%	50%
Under graduate degrees	45%	36%	35%	2%	3%	1%	9%	9%	4%	45%	52%	60%
Total Under graduate	39%	37%	39%	4%	5%	5%	6%	6%	5%	52%	52%	52%
Total Post-graduate	25%	25%	16%	0%	0%	0%	8%	13%	11%	67%	63%	74%
Total Enrolment	38%	37%	38%	4%	5%	5%	6%	6%	5%	52%	52%	52%

Table 3.5: First time entering enrolments per race

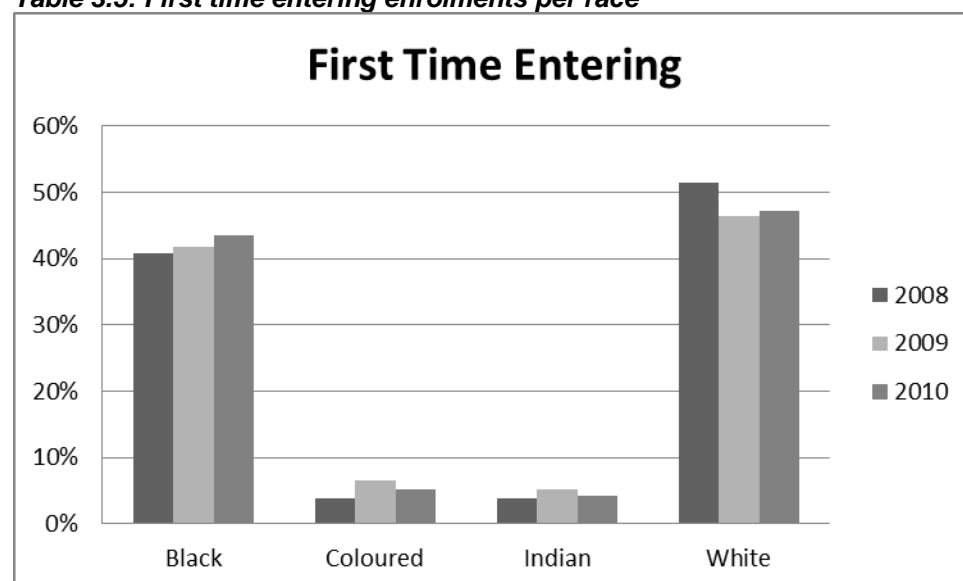


Table 3.6: Enrolments per race and gender

Enrolments per race and gender	African			Coloured			Indian			White		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
2008												
Undergrad diplomas	17	41	58	1	1	2	6	5	11	28	29	57
Undergrad	160	140	300	25	12	37	22	18	40	245	176	421

Enrolments per race and gender	African			Coloured			Indian			White		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
degrees												
Total Undergraduate	177	181	358	26	13	39	28	23	51	273	205	478
Masters	1	2	3	0	0	0	0	1	1	6	2	8
Total enrolment	178	183	361	26	13	39	28	24	52	279	207	486
% enrolment	19%	20%	38%	3%	1%	4%	3%	3%	6%	30%	22%	52%
2009												
Undergrad diplomas	17	32	49	3	1	4	7	6	13	38	34	72
Undergrad degrees	181	161	342	31	15	46	24	23	47	282	194	476
Total Undergraduate	198	193	391	34	16	50	31	29	60	320	228	548
Masters	3	1	4	0	0	0	1	1	2	7	3	10
Total enrolment	201	194	395	34	16	50	32	30	62	327	231	558
% enrolment	19%	18%	37%	3%	2%	5%	3%	3%	6%	31%	22%	52%
2010												
Undergrad diplomas	19	30	49	2	0	2	1	4	5	50	35	85
Undergrad degrees	197	167	364	29	18	47	22	26	48	276	191	467
Total Undergraduate	216	197	413	31	18	49	23	30	53	326	226	552
Masters	2	1	3	0	0	0	1	1	2	9	5	14
Total enrolment	218	198	416	31	18	49	24	31	55	335	231	566
% enrolment	20%	18%	38%	3%	2%	5%	2%	3%	5%	31%	21%	52%

3.3 PERFORMANCE OVERVIEW

The academic performance of students in the Faculty remains very good. The Faculty has consistently maintained a success rate of between 83% and 85% over the last four years. The undergraduate success rate for 2010 was 84.2%. Overall first year success rate remained static relative to 2009. Black and White first year success rates improved from 66% to 67% and from 82% to 84% respectively, while first year Coloured and Indian first year success rates declined. Overall, the second, third and fourth-year undergraduate success rates all remained stable at over 90%. Module success rates in all departments were generally above 55%, with four of the

six at-risk modules identified in 2009 showing improvement. A total of 313 graduates obtained their qualifications compared to 293 in 2009.

Table 3.7: Success rate per course level

Benchmark	Target Year	University of Johannesburg
Degree credit success rates	2010	78%

Success Rate	FTE Degree Credits			FTE Enrolments			% Success Rate		
Course Level	2008	2009	2010	2008	2009	2010	2008	2009	2010
Lower pre-dip. Level 1	325.0	379.4	379.4	263.1	282.5	282.1	81.0%	74.4%	74.3%
Lower pre-dip. Level 2	227.8	240.3	226.2	205.9	215.8	206.5	90.4%	89.8%	91.3%
Inter. pre-dip. Level 3	146.3	213.6	219.0	128.7	199.2	199.4	88.0%	93.2%	91.0%
Higher undergrad. Level 4	90.6	108.9	122.2	77.7	94.7	110.7	85.8%	86.9%	90.6%
Total	792.8	946.3	952.7	679.4	795.0	802.6	85.7%	84.0%	84.2%

Table 3.8: Success rate per race group

Success Rate	African			Coloured			Indian			White		
Course Level	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Lowpredip Level 1	71%	66%	67%	86%	63%	60%	79%	81%	67%	89%	82%	84%
Lowpredip Level 2	88%	88%	85%	85%	90%	91%	91%	87%	93%	92%	89%	96%
Interpredip Level 3	84%	91%	86%	88%	94%	95%	91%	90%	84%	93%	88%	93%
High u/g Level 4	86%	75%	83%	100%	100%	31%	95%	100%	100%	85%	91%	94%

3.3.1 Module success rates and graduate numbers

Module success rates were very good with only four modules obtaining a success rate below 50% and ten modules obtaining a success rate below 60%. A comprehensive list of module success rates is provided in Appendix 4. Graduate numbers and rates are provided below.

3.3.2 Graduation numbers

PROGRAMMES	GRADUATES			GRADUATION RATES		
	2008	2009	2010	2008	2009	2010
NDip: Ceramic Design	1	4	6	4%	31%	67%
NDip: Fine Art	7	17	21	12%	24%	27%
NDip: Graphic Design	18	29	29	18%	24%	23%
NDip: Interior Design	22	35	25	18%	29%	23%
NDip: Three-Dimensional Design	14	28	13	18%	31%	16%
NDip: Architectural Technology	23	27	37	13%	12%	18%
NDip: Clothing Management	6	8	13	14%	15%	21%
NDip: Fashion	6	14	13	9%	17%	14%
NDip: Jewellery Design And Manufacture	10	10	10	22%	20%	18%
NDip: Multimedia	22	27	29	22%	24%	22%
BTech: Industrial Design	7	10	5	64%	83%	71%
BTech: Architectural Technology	24	32	35	46%	55%	66%
BTech: Ceramic Design	3	2		50%	100%	
BTech: Clothing Management	3	1	3	100%	100%	75%
BTech: Fashion	4	5	3	36%	56%	43%
BTech: Fine Art	4	4	10	80%	80%	91%
BTech: Graphic Design	11	10	13	92%	100%	87%
BTech: Interior Design	4	9	17	44%	53%	89%
BTech: Jewellery Design And Manufacture	6	5	6	86%	83%	75%
BTech: Multimedia	12	17	21	86%	85%	95%
M Tech: Interior Design	-	0	0	-	0%	0%
M Tech: Ceramic Design	0	-	-	0%	-	-
MTech: Clothing	-	0	0	-	0%	0%
MTech: Fashion	1	0	0	100%	0%	0%
MTech: Fine Art	3	2	4	33%	33%	44%
MTech: Industrial Design	0	1	0	0%	50%	0%
TOTAL	211	297	313	22%	27%	28%

3.4 STUDENT AWARDS AND ACHIEVEMENTS

Green Design Week, a multi-disciplinary project in which all third and fourth year students in the Faculty participated, allowed for an opportunity to capitalise on the unique configuration of creative disciplines housed under one roof in the Faculty. In addition to this, a number of collaborative projects that brought students from different departments in the Faculty together encouraged multi-disciplinary understanding and problem-solving. A series of “Friday Talks” and Industry Lectures presented by invited guest speakers exposed students to wider societal, environmental and economic issues. The success of this approach was attested to by the recognition gained by students through their creative achievements during the year. Students from the Faculty featured with placements in more than 50 national and regional award schemes.

Architecture

Name and surname of student	Student number	NDip/BTech	Year of study	Award/Achievement
Edgar Tsamaesi	809907134	BTech	4	Best Construction & Detailing Student
Dirk Coetzer, J Saaiman, and D Lyonga	200701367	BTech	4	Des Baker Design Competition Honourable mention, 4 th place
Dirk Coetser	200708275	BTech	4	Joint 1 st place: 2010 C&CI National Student Competition (Sustainable Building Design)
Brent Clark, Sibho Shabalala and Taswald Pillay	200705717 802034248 802034248	BTech	4	Winning group: 2010 SHIFT Housing National Design Competition
Kyle Pieterse	200672871	BTech	4	Winner: Tripod Photographic National Competition
Kyle Pieterse and Kyle Edmeades	200672871 200708275	BTech	4	Joint 3rd Place: Tripod Photographic National Competition
Daniel Lyonga, Dirk Coetser and John Saaiman	200704873 200701367 200708275	BTech	4	Honourable mention, for: Soccer City Murray and Roberts Des Baker National Student Design Competition
Pieter Rostoll	200727720	BTech	3	Best BTech Management Student

Fashion

Name and surname of student	Student number	NDip/BTech	Year of study	Award/Achievement
Bheki Mogapi	200802194	NDip	3	Nokia Bursary to the value of R129 000.00
Cecile Laubscher	201039048	NDip	1	UJ Top Achievers

Graphic Design

Name and surname of student	Student number	NDip/BTech	Year of study	Award/Achievement
Zele Angelides	200703842	BTech	4	Thinkahead Awards merit
Zele Angelides	200703842	BTech	4	Thinkahead Awards silver
Caitlyn Goldring	200802231	NDip	2	HIV/Aids poster competition 1st prize free standing poster
Mari-Louise v.d. Merwe	200901224	NDip	2	HIV/Aids poster competition Third prize free standing poster
Esther Nidoboni	200806902	NDip	2	HIV/Aids poster competition Second prize curriculum led poster

Mari-Louise v.d. Merwe	200901224	NDip	2	HIV/Aids poster competition Third prize curriculum led poster
Margaretha Reitsma	200802175	NDip	3	HIV/Aids poster competition Third prize curriculum led poster
Max Seifert	200673127	NDip	2	Winner of internal Heidelberg vehicle wrap competition

Industrial Design

Name and surname of student	Student number	NDip/BTech	Year of study	Award/Achievement
Aylmer J	201020051	NDip	1	UJ Top Achievers
Birkenmayer F	201033455	NDip	1	UJ Top Achievers
Colahan R	200913015	NDip	2	Eskom 2010 Energy Efficient Lighting Design Competition shortlisted group entry C
De Graaf W	200835573	NDip	2	Eskom 2010 Energy Efficient Lighting Design Competition shortlisted group entry A
Dunlee L	200822195	NDip	2	Eskom 2010 Energy Efficient Lighting Design Competition shortlisted group entry C
Ellis JH	200905344	NDip	2	Eskom 2010 Energy Efficient Lighting Design Competition shortlisted group entry C
Erasmus M	200930168	NDip	2	ARMSA student design award 2010: 2nd place (R2500)
Erasmus M	200930168	NDip	2	Eskom 2010 Energy Efficient Lighting Design Competition shortlisted group entry B
Grantham N	200930227	NDip	2	designboom: Seoul International Design Competition 2010: Design for all: Shortlisted
Grantham N	200930227	NDip	2	ARMSA student design award 2010: 3rd place (R1500)
Grantham N	200930227	NDip	2	Eskom 2010 Energy Efficient Lighting Design Competition shortlisted group entry B
Hasson M	200919372	NDip	1	UJ Top Achievers

Kavallieratos J	200901214	NDip	2	ARMSA student design award 2010: Merit Certificate (R250)
Kavallieratos J	200901214	NDip	2	Eskom 2010 Energy Efficient Lighting Design Competition shortlisted group entry B
O'Brien C	200925391	NDip	2	ARMSA student design award 2010: Merit Certificate (R250)
Paul R	200901234	NDip	2	Eskom 2010 Energy Efficient Lighting Design Competition shortlisted group entry A
Richartz R	200823525	NDip	2	ARMSA student design award 2010: 1st place (R5000)
Richartz R	200823525	NDip	2	Eskom 2010 Energy Efficient Lighting Design Competition shortlisted group entry A
Sharp M	200934447	NDip	2	ARMSA student design award 2010: Merit Certificate (R250)
Zermatten D	200701473	BTech	4	Overall Winner: Woolworth/House & Leisure Green Design Competition 2009
Semple B Vucetic D Hajee R Mpye O	200674701 200814822 200802348 200806578	NDip	3	Finalists: CN Furniture Design Competition Joint 4 th Place CN business furniture competition (Beam seating)

Interior Design

Name and surname of student	Student number	NDip/BTech	Year of study	Award/Achievement
Plessers A	200918134	NDip	2	Special award - Eskom energy efficient lighting design competition
Van Dyk C	200806684	NDip	3	Top 20 student achievers for the 1.168 PG Bison student competition
Van Dyk C	200806684	NDip	3	Best use of AutoCAD products in third year.
Dormehl L	200902615	NDip	2	Best use of AutoCAD products in second year.

Jewellery and Ceramic Design

Name and surname of student	Student number	NDip/BTech	Year of study	Award/Achievement
Etsebeth C	200500643	NDip	1	New Talent Award Commended Prize of the Thuthuka 2010 Awards
Djoko Simo A	201004958	NDip	1	Category 1: Merit Award of the Thuthuka 2010 Awards
Lambo Kamgang C	200915040	NDip	1	Category 1: Merit Award of the Thuthuka 2010 Awards
Boverhoff M	200817484	NDip	3	Overall Winner of the Thuthuka 2010 Awards
Visser K	200802137	NDip	3	Category 3: Highly Commended Prize Thuthuka 2010 Awards
Korff V	200825686	NDip	3	Category 3: Commended Prize of the Thuthuka 2010 Awards
Shearer J	200806968	NDip	3	Category 3: Commended Prize of the Thuthuka 2010 Awards
De Kock N	200803601	NDip	3	Category 3: Merit Award of the Thuthuka 2010 Awards
Shearer J	200806968	NDip	3	Most Innovative Materials Plat Africa Awards
De Villiers C	200919567	NDip	2	Finalist for DTC Shining Lights award
Papageorgiou AAP	200707151	BTech	4	Finalist for DTC Shining lights award
Turner CJ	200919466	NDip	3	Category 1: Merit award of the Thuthuka 2010 awards
Papageorgiou AAP	200707151	BTech	4	Anglo Platinum Nelson Mandela Children's Foundation: research and development phase of the project part of Jewellery practice 4

Multimedia

Name and surname of student	Student number	NDip/BTech	Year of study	Award/Achievement
Kefiloe Tshabalala	200701227	BTech	4	Selected for the Design Indaba Design Showcase 2010
Ndumiso Nyoni	200710726	BTech	4	Selected for the Design Indaba Design Showcase 2010
Moshibudi Phala	200624725	NDip	3	FIFA Broadcast Legacy Programme, Production

				Centre assistant
Stembiso Gumede	200813337	NDip	3	FIFA Broadcast Legacy Programme, Master control room assistant.

Visual Art

Name and surname of student	Student number	NDip/BTech	Year of study	Award/Achievement
Amber Jade Geldenhuys	200710503	BTech	4	Merit award – Thami Njali Art Competition and Rooftop Sculpture Show St Lorient Gallery, Pretoria and UJ Art Gallery
Nicole Booyse	200802345	NDip	3	Accepted for SASOL New Signatures Competition
N Davey N Froneman A Geldenhuys P Jabour S Madyibi R Mathibe M Mylie A Quinn M Roodt	200705940 200710231 200710503 200581296 820404681 200705787 200704562 200727759 200940161	BTech	4	KKNK National Art Festival – Drawing Installation.
Robin Geduld	200804717	NDip	3	Rooftop Sculpture Show St Lorient Gallery, Pretoria and UJ Art Gallery
Zweletu Nanise	200704886	BTech	4	Rooftop Sculpture Show St Lorient Gallery, Pretoria and UJ Art Gallery
Patrick Jabour	200581296	BTech	4	Rooftop Sculpture Show St Lorient Gallery, Pretoria and UJ Art Gallery
Chivonne Naude	200802110	NDip	3	Rooftop Sculpture Show St Lorient Gallery, Pretoria and UJ Art Gallery
Sechaba Meloa	200806984	NDip	2	Rooftop Sculpture Show St Lorient Gallery, Pretoria and UJ Art Gallery
Jenny Pomeroy	200901311	NDip	2	Rooftop Sculpture Show St Lorient Gallery, Pretoria and UJ Art Gallery
Tyrone Tewson	200825340	NDip	2	Rooftop Sculpture Show St Lorient Gallery, Pretoria and UJ Art Gallery
Marsha Steyn	200901371	NDip	2	Rooftop Sculpture Show St Lorient Gallery, Pretoria and UJ Art Gallery
MC Roodt	200940161	BTech	4	Cue Writer Award, Grahamstown Arts Festival July
Z Nanise	200704886	BTech	4	Cue Writer Award, Grahamstown Arts

				Festival July
MC Roodt	200940161	BTech	4	Article showcase: joint exhibition
Jennifer Pomeroy	200901311	NDip	2	Diversity week HIV/Aids poster award
Sally Rumball	809067299	NDip	3	Diversity week HIV/Aids poster award
Sally Rumball	809067299	NDip	3	Thami Mnyele / Ekurhuleni Art Award

3.5 TEACHING AND LEARNING INTERVENTIONS

The Faculty continued to provide support to its students through an extended system of tutors for first year students and special assistance to individual at risk students, where needed. The first year experience programme (FYE), orientation and recognition of students' achievements are ongoing initiatives in the Faculty. Additional writing tutors were appointed to assist second and third year students. High risk modules were identified and appropriate interventions implemented by departments. Module interventions are outline below.

Architecture

Module name and code	Intervention
ATS111 Studio Work 1	Increase in tutors PsyCAD counselling Reduction in the number assignments
ABS111 Applied Building Science 1	PsyCAD asked to assist subject lecturer Stronger emphasis on theory Specialists engaged to teach certain areas

Fashion

Module name and code	Intervention
All modules	All students received a mid-year progress report in June. Students that failed more than four modules at mid-year were informed of possible failure and consequences thereof. The University/Faculty rules and regulations that were applicable were highlighted in a general letter that was sent with the report.
All students failing more than 50% of their programme at mid-year	Individual meetings and discussions with the class guardian and if necessary the HOD
All first year students	Time management training with PsyCAD
Departmental Meetings	Opportunity for discussion of high risk students was given at each departmental meeting.
BSY311B Research Methodology III	Individual appointments scheduled at the writing centre. Students that took up the invitations benefitted from the intervention.
CLA11C1 Production Environment Studies I	Additional assessments were scheduled to give failing student additional opportunities to boost their marks.

Graphic Design

Module name and code	Intervention
All years and modules	Mid-year progress reports. Individual referrals to

	University support structures by year coordinators.
GDT11-1 Design Techniques I	Student tutor
GDD11-1 Graphic Design Drawing I	Student tutor
GDH21-1 History and Theory of Graphic Design II	Student tutor
GDH32-1 History and Theory of Graphic Design III	Student tutor

Industrial Design

Module name and code	Intervention
-	

Interior Design

Module name and code	Intervention
All modules in the NDip	Student performance is monitored continually by module lecturers, year co-ordinators as well as the Head of the Department. At risk students are identified and discussed at department meetings and appropriate actions identified. A mid-year evaluation is conducted after the winter recess. The year co-ordinators arrange one-on-one sessions with students during which a mid-year report is presented and discussed. The purpose of the discussion is to understand the nature/reason of problems and recommend appropriate interventions suited to individual students.
All modules in the BTech	Student progress is carefully monitored throughout the year. Students have weekly one-on-one consultation sessions with the lecturers. Problems or challenges are therefore quickly identified and appropriate action is suggested.

Jewellery and Ceramic Design

Module name and code	Intervention
JTT11-1 Jewellery Techniques 1 JTT22-1 Jewellery Practice 2 JTT 33-1 Jewellery Practice 3	Individual reports to risk students in March 2010 and August 2010 followed by individual consultations Referrals to PsyCad where appropriate Co-ordinated three integrative academic writing skills workshops in collaboration with Karen Haire from the Academic Writing Centre Studios were open until 18h00 from Monday to Thursday An expert from industry was available for two days per week Implemented design and techniques 'Information and Application' workshops aimed at developing risk students

Multimedia

Module name and code	Intervention
MCS11-1	One hour per week tutorial for writing skills
MCS21-1	One hour per week tutorial set up as support intervention
MCS32-1	One hour per week tutorial set up as support intervention

MRM41-1	Added consultation time with lecturers
MPP11-1	Additional one hour per week tutorial
MPP21-1	Additional one hour per week tutorial
MPP31-1	Additional one hour per week tutorial
MMD21-1	Additional consultation time was given to students to assist in the completion of design projects
MMD32-1	Additional consultation time was given to students to assist in the completion of design projects

Visual Art

Module name and code	Intervention
AVS11-1 Visual Studies 1 AVS 21-1 Visual Studies 2 AVS 32-1 Visual Studies 3 MCS11-1 Contextual Studies 1 THA21-1 Art Theory 2 THA32-1 Art Theory 3 THA41-1 Art Theory 4	Tutor appointed to monitor first year students' progress and reinforce the first year experience. First year students attended a series of lectures offered by the Academic Development Centre on study and writing skills. Early identification of risk students and recommendations of interventions. In the studio disciplines, the June evaluation offered an important opportunity for the staff to assess progress and address academic risks amongst the students. Where applicable, students were advised to seek help from UJ academic support structures. Appointment of an academic writing support tutor in semester 2.

3.6 PROGRAMME AND MODULE DEVELOPMENTS

Content for the theme of critical citizenship was included in all programmes as an integrated component of identified modules and will be introduced in 2011. Other mechanisms employed to ensure the relevance of curricula content in module offerings in the Faculty were: teaching collaborations with industry, the revision of modules by departments to meet identified needs, greater utilisation of Edulink facilities, international precedents and the UJ technology mandate.

Specific departmental initiatives are outlined below, followed by a brief explanation of developments in the ceramics programmes and the introduction of generic new module offerings.

3.6.1 Developments instituted by departments in 2010

Architecture

Module/Programme	Details of programme and module developments
NDip: Architectural Technology	Content revised to ensure alignment with SACAP requirements
BTech:Architectural Design	Content revised to ensure alignment with SACAP requirements
BArch(Prof)	Submission for Senate and external approval prepared
MArch(Prof)	Curriculated for implementation in 2011
Diploma Arch	Submission for Senate and external approval prepared

Fashion

Module/Programme	Details of programme and module developments
NDip: Clothing Management	Programme revised into the Dip: Fashion Production. Submitted for final approval and implementation in 2012.
NDip: Fashion	Started discussion on the revision of the module content in relation to alignment to the HEQF framework and consolidation of modules

Graphic Design

Module/Programme	Details of programme and module developments
BA Design	The curriculum for the Bachelor of Arts in Design specialising in Communication Design was developed, broadly for all three years, and comprehensively for first year implementation in 2011

Industrial Design

Module/Programme	Details of programme and module developments
DBU311	Development of new learning guides and module content to be aligned with NQF levels and specific module purpose statement and outcomes
DDM311	Development of new learning guides and module content to be aligned with NQF levels and specific module purpose statement and outcomes
DEN311	Development of new learning guides and module content to be aligned with NQF levels and specific module purpose statement and outcomes
DHI311	Development of new learning guides and module content to be aligned with NQF levels and specific module purpose statement and outcomes
DME311	Development of new learning guides and module content to be aligned with NQF levels and specific module purpose statement and outcomes
DTC311	Development of new learning guides and module content to be aligned with NQF levels and specific module purpose statement and outcomes
DPD311	Development of new learning guides and module content to be aligned with NQF levels and specific module purpose statement and outcomes

Interior Design

Module/Programme	Details of programme and module developments
-	

Jewellery and Ceramic Design

Module/Programme	Details of programme and module developments
-	

Multimedia

Module/Programme	Details of programme and module developments
MCS21-1	Introduction of revised Contextual Studies 2 module

Visual Art

Module/Programme	Details of programme and module developments
All NDip third year studio modules	Development of higher level skills and cognition through: Skills-based teaching units in the first semester delivering specific technical skills in a chosen field of production Content production intervention over a two week period between the first and second terms delivering personal themes and content for the production of a body of work of high quality by the end of the year Two week co-operative learning intervention to deliver work in the public domain with a citizenship and human rights focus
TAA41-1	Greater focus placed on academic enquiry, types and modes of research and the development of a research proposal
RES5671	The incoming masters' students attended a research methodology workshop The Department also continued to offer proposal presentation sessions for prospective masters' candidates.

3.6.2 Ceramics

The programmes in Ceramics were in the final stage of phasing out with the last students due to complete their studies in 2010. A down sized ceramics studio will service the needs of industrial design and visual art students on a project basis and the ceramics facility refurbished to accommodate the growth of students in the Department of Architecture.

3.6.3 New module offerings

The second year module in Contextual Studies was implemented in 2010 and the third year curriculum formulated in preparation for implementation in 2011. The introduction of a three year academic major entitled Art and Design for students in the Faculty of Education was approved by Senate with the first year scheduled to commence in 2011. This major has been specifically developed for students who are studying for teaching qualifications in the Faculty of Education. The intention is to enlarge the pool of teachers qualified to teach art or design in secondary schools.

3.7 PLANNED NEW PROGRAMMES 2011 – 2013

DEPARTMENT	NEW PROGRAMME	DETAILS OF PLANNED PROGRAMME
Architecture	MTech Architectural Technology (Prof)	New 2-year course-work Masters programme due for implementation in 2011
	BArch(Prof)	Degree programme scheduled for implementation in 2013 subject to final approval
	Diploma	Revised diploma programme scheduled for implementation in 2013 subject to final approval
Fashion	Diploma: Fashion Production	Awaiting final approval from DHET and CHE, scheduled for implementation in 2012
Industrial Design	BA Industrial Design	Degree programme submitted for final approval. Scheduled for implementation in 2012 subject to final approval.

Multimedia	BA Design (Multimedia)	Degree programme currently being developed. Scheduled implementation 2013 or 2014
Graphic Design	BA Design (Hons)	Programme currently being developed. Scheduled for implementation 2014

3.8 ADDITIONAL FACULTY TEACHING AND LEARNING INITIATIVES

3.8.1 School talks and industry lectures 2010

The Faculty and departments continued the well-established programme of lectures and talks by invited industry practitioners and academics. Details of this programme in each department are provided in chapter 7 of this report.

3.8.2 Student Forum

Students' interests were dealt with in the Student Forum and in departmental representatives meetings. These committees provided students with opportunities to participate in departmental and Faculty matters and allowed for the promotion of the holistic development of students as responsible future citizens and professionals. Four quarterly meetings of the Student Forum were held. The Forum is administered by students and comprises the Dean, HFA, marketing co-ordinator and a student representative from every department. Items dealt with included academic matters, faculty administration related to the student life cycle, faculty events, student life and student concerns. Overall, students expressed high levels of satisfaction, with ventilation in the building, and access to the building after hours indicated as areas of frustration. Academic Administration and the faculty marketer made valuable contributions to ensuring a positive student climate by fostering a service orientation, facilitating the student welcoming programme and encouraging student participation in Faculty events.

3.8.3 FADA Creative Teaching and Learning Forum

The Forum continued to provide a platform upon which academic staff could explore, debate and investigate a number of concerns of immediate interest to the Faculty. Each session focussed on a set of concerns that stemmed directly from the needs identified by members of Departments in the Faculty. During the year, members of the Forum began to articulate key teaching and learning concerns and formulate a framework for more rigorous research based investigations in 2011. Four sessions were held during the year as outlined below.

Session one: 29 March 2010

Title: Active, Critical Citizenship

Presenter: Trish Gibbon (UJ Director of Academic Planning and Policy Implementation)

Convener: Brenden Gray (Department of Graphic Design)

The purpose of this session was to develop a Faculty wide policy document around the introduction of critical, citizenship learning in undergraduate programmes. The workshop was framed by Trish Gibbon who conducted a presentation around citizenship within education, broadly speaking. Departments were asked to present models as to how they envisaged incorporating critical citizenship into their undergraduate programmes. Thereafter academic staff discussed a three part model for citizenship education in the curriculum which included integrating it, firstly, into programmes through subjects that emphasised citizenship in the critical cross field outcomes, secondly through specific projects that emphasised citizenship issues such as The Constitution and the Bill of Rights and, thirdly, through cross-curricular projects such as Green Design Week.

Session two: 24 May 2010**Title: Introduction to design thinking**

Presenter: Ria van Zyl (University of Pretoria)

Conveners: Brenden Gray and Terence Fenn (Departments of Graphic Design and Multimedia)

The purpose of this session was to introduce lecturers to the basic tenets of design thinking and the history of design thinking. The session also aimed to elicit from lecturers their interest in using design thinking as a concept that could frame educational research within the faculty. During the session lecturers discussed the kinds and qualities of problems that were being set by them for their students in lectures and projects and the extent to which meta-thinking was encouraged in the classroom. Various lecturers committed to speaking to the concept of design thinking at the following session.

Session three: 23 August 2010**Title: Wicked problems and other monsters**

Convener: Terence Fenn (Department of Multimedia)

Presenters: Angus Campbell (Department of Industrial Design), Marc Edwards (Department of Multimedia Design), Terence Fenn (Department of Multimedia Design), Brenden Gray (Department of Graphic Design), Andro Nizitech (Department of Jewellery Design, Desiree Smal (Department of Fashion Design and Clothing Management), Annemarie Wagener (Department of Architecture)

The purpose of this session was to provide an opportunity for lecturers in the Faculty to present their understanding of design thinking as it pertained to their educational contexts. During the subsequent discussion lecturers explored how the Faculty, more broadly, could implement design thinking principles within their programmes. At the same time, the series of presentations provided a starting point for the following session where connections would be made between the discourse on design thinking and the University of Johannesburg's "Learning to Be Philosophy". A critical discussion took place around how the design of the Faculty's learning environments (physical, curricular, methodological) could enhance the quality of learning and instil a culture of critical meta-thinking in the student body.

Session four: 4 October 2010**Title: UJ's Learning to Be Philosophy and design thinking**

Convener: Terence Fenn (Department of Multimedia)

Presenter: Kibashini Naidoo (Senior Coordinator, UJ Centre for Professional Academic Staff Development)

Presenter: Deirdre Pretorius (Head of Department, Graphic Design)

The purpose of this session was to determine a relationship between the Faculty's interest in design thinking and UJ's "Learning to Be Philosophy". Kibashini Naidoo gave a presentation entitled "What is 'Learning to Be'? Unraveling Some of Its Complexities" that framed the discussion. Her presentation focussed on her experience of facilitating the roll-out of the teaching and learning philosophy with various departments at the university. Deirdre Pretorius' presentation reflected on her department's involvement in the roll-out of the philosophy. She highlighted the complexities of translating this philosophy into the development of the new degree offering that the Department was scheduled to implement in 2011. After the presentations, a general discussion took place around how best to articulate an interest in design thinking in relation to the University's prescribed teaching and learning philosophy.

Evaluation of 2010 FADA Creative Teaching and Learning Forum

In general the Teaching and Learning Forum sessions were consistently well-attended with an average of 20-25 lecturers participating in each session. The

sessions managed to entrench a stronger community of practice focussed on reflective teaching.

The Forum's activities were evaluated by the academic staff present at the fourth and final session and it was generally noted that although the Forum managed to elicit wide participation and effect policy decisions (in terms of critical citizenship) the educational discourse of the Forum was too broad and not deep enough. It was agreed that the Forum would focus more rigorously on a core set of concerns in 2011 and serious attention would be devoted to developing research and scholarship around art, design and architecture education.

3.8.4 UJ Teaching and Learning Philosophy

The Department of Graphic Design worked closely with CPASD to roll out the UJ Teaching and Learning Philosophy in its current and planned programmes. A number of workshops were held and documents developed to direct the Department's efforts in this regard. It is anticipated that two departments in the Faculty will commence this exercise in 2011.

4 Research and Creative Production

4.1 PERFORMANCE OVERVIEW

Preliminary indications are that members of the Faculty published a total of 28.5 subsidy units in 2010. This output included 21 sole and two co-authored articles, 10 sole authored and three co-authored conference proceedings and a book chapter. During the course of the year, members of staff participated in 11 solo or duo exhibitions and 22 group exhibitions and completed 14 design projects. A pilot project for the recognition of creative production was successfully implemented during the year based on a set of criteria for the peer evaluation of creative work. A total of nine submissions were received and overall nine 'creative units' of recognition awarded by the final adjudicating panel.

4.1.1 Subsidised research

Table 4.1: Subsidised publication units

SUBSIDY BEARING PUBLICATIONS	Journal articles	Conference proceedings	Book chapters
Architecture	2	1	0
Fashion	0	1.5	0
Graphic Design	1	0.5	0
Industrial Design	1	0	0
Interior Design	0	0.5	0
Jewellery And Ceramic Design	1	0	0
Multimedia	0	0	0
Visual Art	2	0.5	0
Research Centre / Research Office	15.5	1.75	0.25
TOTAL	22.5	5.75	0.25

Articles in accredited journals

Buys, A. 2010. Athi-Patra Ruga and the politics of context. *Critical Arts* Vol 24(3).

Buys, A. 2010. Black Out. *Art South Africa* Vol 9(1).

Buntman, B and Buntman, F. 2010. Old Synagogue and Apartheid Court: constructing a South African heritage site. *South African Historical Journal* Vol 62(1).

Campbell, C. and Bolton, M A. 2010. The Vhembe filter: a product for rural South Africa. *Image & Text* Vol 16.

Corrigall, M. 2010. Re-imagining the self through colour. *Art South Africa* Vol 9.

Corrigall, M. 2010. Displacing and deflecting otherness: the subversion of the dichotomised framework of the self and other in Lawrence Lemaonana's Last Line of Defence. *Critical Arts* Vol 24(3).

Dodd, A. 2010. A sensual relationship. *Art South Africa* Vol 8(3).

Farber, L. 2010. Africanising hybridity? Toward an Afropolitan aesthetic in contemporary South African fashion design. *Critical Arts* Vol 24(3).

Gray, BL. 2010. Making art in the wrong place: violence and intimacy in 'Speak English To Me'. *Critical Arts* Vol 24(3).

Hon, E. 2010. A ceramic pedigree. *Ceramics Technical* Vol 30.

- Law-Viljoen, B.** 2010. 'Bang Bang has been good to us': Photography and violence in South Africa. *Theory, Culture and Society* Vol 27(7&8).
- Law-Viljoen, B.** 2010. The intimate violence of Diane Victor's 'Disasters of Peace'. *Critical Art*. Vol 24(3).
- Opper, A.** 2010. The art of being public. *Art South Africa* Vol 9.
- Paton, D.** 2010. The imaginistic test in Jonathan Safran Foer: Tracing unconventional texts from Kerouac to the artist's book. *De Arte* Vol 81.
- Sey, J.** 2010. A grassy rectangular church. *Art South Africa* Vol 8(4).
- Sey, J.** 2010. Final whistle. *Art South Africa* Vol 9(1).
- Sey, J.** 2010. The trauma of conceptualism for South African art. *Critical Arts* Vol 24(3).
- Sey, J.** 2010. The South African question and the aesthetics of disappearance. *Art South Africa* Vol 9(1).
- Stephen, J.** 2010. Writing on Walls in Woodstock. *Art South Africa* Vol 9(2).
- Taub, M.** 2010. The practical epistemology in seeing oneself while listening to others. *South African Theatre Journal* Vol 24, special issue.
- Venn, C.** 2010. Aesthetics, politics and identity: diasporic problematisations. *Critical Arts* Vol 24(3).
- Von Veh, K.** 2010. The Unisa Art Gallery: An old collection and a new curator. Karen von Veh talks to Bongani Mkhonza. *De Arte* Vol 81.
- Vosloo, C.** 2010. Towards local identity in South African Architecture. *Image&Text* Vol 16.

Accredited conference proceedings

- Breytenbach, A.** A mammoth task: developing and strengthening design research in South Africa at a national level. *ConnectED 2010: 2nd International Conference on Design Education*.
- Farber, L. and Makela, M.** Exploring through practice: Connecting global practice-led research approaches with South African production. *On Making: Integrating Approaches to Practice-Led Research in Art and Design*.
- Gray, B. L.** Making finding and making do: social distance in 'Speaking English to Me' (2007/2008). *On Making: Integrating Approaches to Practice-Led Research in Art and Design*.
- Hobbs, J.** From practice to discipline. *On Making: Integrating Approaches to Practice-Led Research in Art and Design*.
- Opper, A.** Creating meaning in architectural and furniture Design in a South African context: A search for interdisciplinary lessons between two disciplines. *Imagining Ourselves: Visual Identities in Representation*.
- Opper, A.** Undoing Architecture. *On Making: Integrating Approaches to Practice-Led Research in Art and Design*.
- Paton, D.** The book arts as a community of practice: some thoughts on the research project 'A Manifesto for the Book, what will be the canon for the artist's book in the 21st century'. *On Making: Integrating Approaches to Practice-Led Research in Art and Design*.
- Preller, K.** Critical possibilities for the encoding of labour in photography-based painting. *On Making: Integrating Approaches to Practice-Led Research in Art and Design*.
- Ramdass, KR.** Service quality in academia: A South African experience. *Proceedings of PICMET 2010*.
- Ramdass, KR.** The Impact of line balancing within the clothing industry in SA. *SAIMS 2010*.
- Ramdass, KR and Kruger, D.** The effect of time variations on assembly line balancing: lessons learned in the clothing industry in SA. *24th Annual SAIIE Conference*.

Ramdass, KR. and Kruger, D. Assessment of the reasons for failure and critical success factors implementing CI projects: Case study results from the SA apparel and manufacturing industry. *17th International Conference on Industrial Engineering and Engineering Management*.

Taub, M. The distance in-between passages and the Merensky Project. *On Making-Integrating Approaches to Practice-Led Research in Art and Design*.

4.1.2 Non-subsidised research

Table 4.2 provides a summary of non-subsidised research outputs produced by members of Faculty during the year. This is an improvement on non-subsidised outputs in 2009 which comprised the publication of 25 articles and papers and six reviews.

Table 4.2: Articles, papers, reports and reviews

NON-SUBSIDISED RESEARCH	Total
Articles and papers published	33
Reviews and reports published	10
Papers delivered	27
TOTAL OUTPUTS	70

4.1.3 Conferences organised

The Department of Architecture participated in the organisation of the international conference AZA2010 which drew a number of internationally renowned architects to Johannesburg and to the campus, particularly from Spain, Argentina, Belgium and the United Kingdom. The Department also hosted ASC2010, the annual architecture students' conference. In addition to these conferences, a post-graduate symposium for the South African Visual Arts Historians and a symposium for art educators were held in the Faculty.

Architecture

Surname & Initials	Title	Theme	Venue	Dates	National/International
1 C Vosloo	AZA2010	Event and City	Newtown	21-25 September	International
2 Staff and students	ASC2010		UJ		National

Visual Art

Surname & Initials	Title	Theme	Venue	Dates	National/International
1. Von Veh KE	SAVAH Postgraduate symposium	Postgraduate research	UJ	1 - 2 October	National
2. Paton, DM.	Art Educators' Symposium	Conceptual Studies	FADA	17 September	Local

4.1.4 Creative production

A summary of creative outputs delivered by members of Faculty are provided in table 4.5. A pilot project for the recognition of creative production was successfully implemented during the year based on a set of criteria for the peer evaluation of

creative work. A total of ten submissions were received and overall nine 'creative units' of recognition awarded by the final adjudicating panel.

Table 4.5: Creative Production

CREATIVE PRODUCTION	Solo exhibition		Group exhibition		Design projects	
	Local	Inter-national	Local	Inter-national	Local	Inter-national
TOTAL	11	0	20	2	14	0

Works submitted for UJ recognition of creative outputs

Berman, K. Solo exhibition. *Dislocated landscapes*.

Farber, L. Single work, group exhibition. *The futility of writing 24 page letters*.

Opper, A. Single works, group exhibitions. *Accumulation #1 and #2; The nature of a corner; (In)security; Auseinandersetzung; Negotiation; Hotel Yeoville*.

Opper, A. Design project. *The 2009 Johannesburg Art Fair's Book Space*.

4.1.5 Research projects undertaken by departments in 2010

Multimedia

Surname & Initials	Name of project	Nature of project
1. Jansen van Veuren LM	Minutes 2010	Collaborative film / research project

Visual Art

Surname & Initials	Name of project	Nature of project
1. Paton DM	South African Artists' and Digital Books	Research into the Artist's Book in South Africa via a website, database and related activities
2. Berman KS	The role of visual arts in social change	Community based research
3. Farber LN	Dis-Location/Re-Location	PhD research (Thuthuka grant)
4. Farber LN	Visually Embodying Identity	RNA project
5. Berman KS	Ford Cultural action for Change	Participatory Action Research intervention with Phumani Paper

Research Office

Surname & Initials	Name of project	Nature of project
1. Du Plessis HM	Sustainable Alternative Energy	Product design

4.2 FUNDING RECEIVED FOR RESEARCH ACTIVITIES

Fashion

Surname & Initials	Name of project	Nature of project	Amount in Rands	Name/source of funding (e.g. NRF, FRC, private funder etc)
1. Ramdass KR	Conference attendance	Research	R15 000.00	Department

Graphic Design

Surname & Initials	Name of project	Nature of project	Amount in Rands	Name/source of funding (e.g. NRF, FRC, private funder etc)
1. Gray BL	Strangers, Aliens and Foreigners Conference, Interdisciplinary.Net. Oriel College, Oxford. 21- 24 September, 2010.	Conference attendance	R7 269.00	FRC
2. Gray BL	Strangers, Aliens and Foreigners Conference, Interdisciplinary.Net. Oriel College, Oxford. 21- 24 September, 2010.	Conference attendance	R4 201.70	Department
4. Hyson IL	Staff Qualification Project	Research	R3 000.00	SQP

Jewellery and Ceramic Design

Surname & Initials	Name of project	Nature of project	Amount in Rands	Name/source of funding (e.g. NRF, FRC, private funder etc)
1. Ramgolam J	Writing for publication	Workshop to complete a article for an accredited journal	R16 000	Department

Multimedia

Surname & Initials		Name of project	Nature of project	Amount in Rands	Name/source of funding (e.g. NRF, FRC, private funder etc)
1.	Jansen van Veuren LM	Minutes 2010	Collaborative film / research project	R20 000	NAC

Visual Art

Surname & Initials		Name of project	Nature of project	Amount in Rands	Name/source of funding (e.g. NRF, FRC, private funder etc)
1.	Paton DM	South African Artists' and Digital Books	Research into the Artist's Book in South Africa	R21 000.00	URC
2.	Paton DM	South African Artists' and Digital Books	Research into the Artist's Book in South Africa	R10 000.00	FRC
3.	Von Veh KE	Christian Imagery in the Arts	Attendance of symposium in Paris	R1 300.00	Department
4.	Berman KS	The role of visual arts in social change	Community research	R66 667.00	URC
6.	Farber LN	Visually Embodying Identity	RNA project	R10 000.00	URC
7.	Berman KS	Role of Visual Arts in Social Change	Arts based methods for social change	R215 000.00	NRF
8.	Berman KS	Ford Cultural Action for Change	Participatory Action Research intervention with Phumani Paper	R150 000.00	Ford Foundation
10.	Farber LN	Dis-Location/Re-Location	PhD research	R32 000.00	Thuthuka grant
11.	Farber LN	Visually Embodying Identity	RNA project	R45 000.00	NRF

Research Office

Surname & Initials		Name of project	Nature of project	Amount in Rands	Name/source of funding (e.g. NRF, FRC, private funder etc)
1.	Du Plessis HM	Sustainable Alternative Energy	Product design	R235,000-00	NRF

4.3 REPORT: VISUAL IDENTITIES IN ART AND DESIGN

The *Visual Identities in Art and Design* Research Centre achieved all proposed outputs and performance indicators by the end of the year. During 2010 the Research Centre published 15 subsidy bearing articles in accredited journals and four refereed conference papers. The Centre was responsible for editing a set of conference proceedings and it guest edited a special edition of an accredited South African journal. In addition 24 non-subsidised articles were published and 10 non-subsidised conference papers delivered. The Centre hosted two public lectures, 11 research seminars, and two launches of the publication *Imaging Ourselves: Visual Identities in Representation*. It also hosted and curated a group exhibition. Members of the Centre participated in four group exhibitions and publically presented five performance/video projects. The Research Centre has established a national footprint and the intention is to now build an international profile as well.

4.4 REPORT: PAPER-MAKING AND RESEARCH DEVELOPMENT UNIT

The Paper Research and Development Unit (PRDU) and Phumani Paper (Section 21), have established an archival papermaking mill that is dedicated to developing the capacity to research, design, and produce permanent and archival papers for conservation and creative purposes.

4.4.1 Activities of the PRDU and Archival Mill in 2010

Training

The team at the Archive Mill trained representatives from five Phumani Paper producer groups involved in the production of archival paper, funded by a grant from the National Lotteries Foundation.

Workshops

The PRDU held monthly workshops for artists interested in paper processes. Workshops in 2010 were offered to UJ Visual Art students, Wits University Visual Art Department and Bronwyn Findlay's art group.

Fibre research

Fibres predominately used at the Mill are cotton rag and sisal. Other fibre research conducted in 2010 included banana stem fibre, hemp and pineapple.

Contract Research

The CSIR has contracted the Mill to conduct research on the Agave Americana plant. A range of samples were produced (Value of the contract R100k).

Paper Testing

The PRDU worked with the UJ Chemical Technology Department who conducted initial tests on papers to achieve standards required by industry. Through the NRF PRDU grant, a research assistant was appointed to the project. She and her lecturer trained the members of the unit on how to use the pH testing machine and how to read the results.

Conferences and publications

The PRDU presented a paper at a TAPSA conference and a short article was published in the TAPSA Journal (Dec 2010).

Technology Innovation

The PRDU collaborated with the UJ Department of Mechanical Engineering on the refinement of drying systems, presses and beaters. Together with the Department of Mechanical Engineering and in consultation with Japanese expert, Asao Shimura and Demco Engineering, the PRDU has developed a locally manufactured decorticator that has unique properties for processing certain plant fibres suitable for papermaking. The “Fibre Master” can strip banana stem and pineapple leaf-fibre for the production of specialised acid-free papers.

Creative applications and collaborations

Japanese expert, Asao Shimura, visited the University of Johannesburg in February with funding support from the NRF and NLTF. In the five weeks of his residency, Asao Shimura conducted training workshops at the Archival Paper Mill; collaborated with five prominent South African artists; visited sites in Limpopo and KZN provinces to identify species of banana and pineapple plants suitable for paper production; and recommended refinements to the decorticator to improve efficiency and the processing of clean fibre. Shimura introduced a new medium for artists using *Kon'nyaku* paste, a medium ground from a tuber plant that is a binder for colour and can waterproof papers.

Partnerships

The PRDU and the Paper Mill developed a range of partnerships with potential funding institutions, educational institutions and clients in 2010. These included The Industrial Development Corporation (IDC), Witwatersrand University, Central University of Technology, University of Cape Town, and the South African Preservation and Conservation Group (SAPCON). The University of Johannesburg signed a memorandum of understanding with Phumani Paper that secures long term, support, research, community engagement and inter-departmental collaborations. Six University of Johannesburg representatives from the Commercialisation Unit and from the Faculties of Humanities and Art, Design and Architecture have been appointed to the Board of Directors of Phumani Paper.

4.5 REPORT: FADA GALLERY

The FADA Gallery continued to promote the profile of the Faculty through the hosting of student and professional exhibitions. The Gallery is not only regarded as a venue for acknowledging and celebrating creative work, but as a pedagogic and research resource. Nine exhibitions were held during the year. Each exhibition opened with a public event that was promoted through print and online platforms. The annual *Prestigious Alumni Exhibition* featured a retrospective showing of the work of award winning industrial designer Brian Steinhobel. Other exhibitions in 2010 were: Mindful Garden, Student Showcase, Structure & Morphology, Transgressions and Boundaries of the Page, Ceramic Alumni Exhibition, IEB Matric Art, and two end of year Student Exhibitions.

4.6 RESEARCH CAPACITY BUILDING

The Faculty has developed a number of platforms to encourage and promote research and creative production as outlined below.

4.6.1 Research Seminar Series

The Research Seminar Series were instrumental in building research capacity in the Faculty. A total of 18 seminars were presented by staff and guests throughout the year.

4.6.2 Research Newsletter

Two editions of the *FADA Research Newsletter* were published and included working papers, critical reviews and commentary on research endeavours and creative production.

4.6.3 Design for Social Development

A new research cluster *Design for Social Development* was established. The cluster consolidates diverse student and staff teaching and research activities in the Faculty that concern themselves with design, technology and development practices.

Projects in the cluster place an emphasis on a user centred approach to design and technology. A one-day workshop facilitated by Dr Chrisna du Plessis from the CSIR outlined objectives and themes for the development of research projects.

4.6.4 Research methodology workshops

A series of customised workshops entitled *Introduction to research in the arts* provided novice researchers with a valuable overview of discipline specific methods and approaches.

5 Community engagement

The Faculty continued its strong commitment to community service during the year. This commitment was evidenced through projects in the wider community, service to academic and professional communities, leadership roles in professional and industry associations and other general service activities including participation on various public platforms. For the second consecutive year, the Faculty was awarded a UJ Community Engagement Award and three members of staff were awarded medals in recognition of work undertaken.

5.1 COMMUNITY PROJECTS

Community projects of note completed during the year included:

- *Cultural Action for Change*, a collaborative project between the Department of Visual Art, Phumani Paper, Artists Proof Studio and the University of Michigan that continued its work into the investigation of economic development, the role of the arts in addressing the HIV/Aids issue in South Africa as well as capacity building for community-based artists
- *Make a Difference Campaign*. Design and exhibition of HIV/Aids posters and multimedia DVD presentations for Diversity Week
- The design and construction of facilities for GDM Manica Sport Complex
- The Diepsloot Studio Project for architectural interventions to relieve infrastructural problems in the informal section of the township
- The *Cracking Walls* project for the Goethe Institut of SA
- The Thuthuka Jewellery Development Programme that provided facilities and mentorship to students from Soweto Jewellery School, Intsika Skills Beneficiation Project, and the Ekurhuleni Jewellery Project
- Numerous prototype designs targeted to assist people with specific disabilities and for community upliftment.

Student projects are outlined below and categorised into the three areas of service learning, organised outreach and community-based research.

Architecture

Surname and initials of staff	Name and nature of project	External participants	UJ participants	Project category
Hendricks DM Opper AW Saidi FE Wagener A	Manica GDM Sport Complex (Mozambique) Design and construction of community sport facilities	IDASA, Grupo Desportivo de Manica	Fourth year students UJ Sports	Service learning and organised outreach
Opper AW	<i>Cracking Walls</i> project, 2009-2011. Redesign the area around the Goethe-Institut after removal of the wall around their property in Parkwood. The first phase of the	Goethe-Institut, South Africa.	Senior students	Service learning and community-based research

	new landscape around the Goethe-Institut was completed in May 2010. The final phase of this project will be completed early 2011			
Saidi FE	Diepsloot Studio Project Proposals for architectural interventions to relieve infrastructural problems in the informal section of the township	Community members	Students	Community-based research

Fashion

Surname and Initials	Name and nature of project	External participants	UJ participants	Project category
Departmental Student Body	Student initiative: Collecting produce to donate to the Randburg SPCA		First year year students	Organised outreach
Departmental Student Body	Student initiative: Collecting produce to donate to the Hillbrow Street Boys		Second year students	Organised outreach
Departmental Student Body	Student initiative: Collecting produce to donate to the Shelter for Abused Women		Third year students	Organised outreach

Graphic Design

Surname and Initials	Name and nature of project	External participants	UJ participants	Project category
Gray BL	HIV/Aids as a Metaphor. Communication design project for curriculum-led competition		Third year students HIV/Aids Office	Service learning

Industrial Design

Surname and Initials	Name and nature of project	External participants	UJ participants	Project category
Campbell AD	Prototype design of equipment for small scale farming	Rainbow Nation Farmers	BTech student	Community-based research
Campbell AD Basson D	Low-cost prototype hand orthosis that could be manufactured locally – to promote independence for the disabled	Woodside Sanctuary; People for Awareness on Disability Issues (PADI); St. Giles; Avalon:	BTech students	Community-based research

		Association for Disabled People; and Netcare.		
Campbell AD	Prototype designs for non-hazardous trolley suitable for reclaimers in the Newtown area		BTech students	Community-based research
Bradnum CMS	Prototype design for low cost crutch	Netcare	BTech students	Community-based research
Nizetich AG	Design of manufacturable products and teaching aids for mentally challenged children to make and learn from	Don Matera School	Third year students	Service learning
Hunkin JL	Prototype designs for a mass manufactured retained heat cooker		Third year students SeTAR Centre	Service learning

Interior Design

Surname and Initials	Name and nature of project	External participants	UJ participants	Nature of project
Gill A	Atholl Square upgrade of unsightly space through redesign of passageway to public toilets	Complex management	BTech students	Service learning and organised outreach

Jewellery and Ceramic Design

Surname and Initials	Name and nature of project	External participants	UJ participants	Project category
Els C Nazier F Ramgolam J Nel M	Thuthuka Jewellery Development Programme for the development of creative and technical skills and facilitation of capacity to establish micro-enterprises	Soweto Jewellery School, Intsika Skills Beneficiation Project, and Ekurhuleni Jewellery Project	First, second and third year students	Service learning and organised outreach
Nel M	Nelson Mandela Foundation Legacy Gala Dinner. Design and making of jewellery pieces for auction with proceeds going to the Nelson Mandela Foundation	Nelson Mandela Foundation	Interested students	Organised outreach

Multimedia

Surname and Initials	Name and nature of project	External participants	UJ participants	Project category
Edwards MD	Make a Difference Campaign. Design and exhibition of HIV/Aids posters and multimedia DVD presentations for Diversity Week		Third and fourth year students. Departments of Graphic Design and Multimedia. UJ HIV/Aids Office	Service learning and organised outreach
Fenn TK Hobbs T	Rea Vaya, User Experience Design Project. Design proposals for improved user information systems		Third year students	Community-based research

Visual Art

Surname and Initials	Name and nature of project	External participants	UJ participants	Nature of project
Berman KS	Phumani Paper. Skills, craft enterprise creation, new product development and accredited training	National Phumani Enterprises	BTech and MTech students	Community-based research and organised outreach
Berman KS	Cultural Action for Change. Investigation of economic development, the role of the arts in addressing the HIV/Aids issue in South Africa as well as capacity building for community-based artists	Ford Foundation, Artists Proof Studio, Phumani Paper and University of Michigan	BTech and MTech students	Community-based research and organised outreach
Berman KS	Archival paper. Research into regionally available fibres and community job creation	NLDF	BTech and MTech students, PRDU, Archival Mill @UJ, Department of Chemical Engineering	Community-based research and organised outreach
Berman KS	Eco-fuel briquettes. Technology development - plant and paper waste compressed into fuel briquettes	Thutukani group, Tsakane	BTech and MTech students, PRDU, Department of Mechanical Engineering	Community-based research and organised outreach

Berman KS Nanackchand V	Artist Proof Studio printmaking collaborations and exchanges. Training, skills development and accredited qualifications	APS	Third year printmaking students, BTech and MTech students	Service learning and organised outreach
Berman KS	Lefika Art Therapy Centre fundraiser and auction of student artworks	Lefika Art Therapy Centre	BTech students	Organised outreach
Berman KS Nanackchand V	Make a Difference Campaign. Design and exhibition of HIV/Aids posters and multimedia DVD presentations for Diversity Week		Second and third year students, Departments of Multimedia and Graphic Design, Faculties of Humanities and Education, HIV/Aids Office	Service learning and organised outreach
Maphangwa S	Celebrating Simplicity. Workshops and exhibition	Goethe Institute, Jabulani High School and Puleng Plessie	Lecturer - Shoni Maphangwa	Organised outreach
Maphangwa S	Idiski Emzansi: Trailer Park Projects. Workshops	Goethe Institute and Puleng Plessie	Lecturer- Shoni Maphangwa	Organised outreach

5.2 SERVICE TO ACADEMIC AND PROFESSIONAL COMMUNITIES

5.2.1 Service as moderators and assessors

Architecture

Surname and Initials		Name of institution	Programme area
1	Hendricks DM	University of Pretoria	BSc Construction & Detailing
2	Krige LF	Cape Peninsula University of Technology	BTech Design Year Portfolio – September 2010
3	Krige LF	Cape Peninsula University of Technology	BTech Design Year Portfolio – November 2010
4	Opper AW	Wits School of Architecture and Planning	Third year design – mid-year and November 2010
5	Opper AW	Greenside Design Centre	BA Interior Design 1-3 year and Honours
6	Saidi FE	University of Pretoria	BSc in Architecture, Landscape Architecture and Interior Architecture

7	Saidi FE	University of Kwa-Zulu Natal	M Architecture
8	Tumubweinee PN	University of Kwa-Zulu Natal	M Architecture
9	Vosloo C	Tshwane University of Technology	MTech: Architectural Technology (Professional)
10	Wagener A	Tshwane University of Technology	BTech Contract Documentation

Fashion

Surname and Initials		Name of institution	Programme area
1	Smal DN	Elizabeth Galloway Academy of Fashion, Stellenbosch	Fashion Design
2	Smal DN	LISOF, Gauteng	Fashion Design
3	Hutchinson GE	Tshwane University of Technology	Fashion Design
4	Dos Santos JC	Tshwane University of Technology	Garment Technology 3; Specialised Clothing Technology 4
5	Ramdass KR	Cape Peninsula University of Technology	MTech:Quality and BTech:Quality
6	Ramdass KR	Tshwane University of Technology	ND Operations Management and MBA
7	De Wet AJC	Tshwane University of Technology	Creative Design 3 and Specialized Clothing Technology 4

Graphic Design

Surname and Initials		Name of institution	Programme area
1	Pretorius JD	North West University	BA Graphic Design final year portfolios
2	Groenewald M	North West University	BA Honours Graphic Design

Interior Design

Surname and Initials		Name of institution	Programme area
1	Breytenbach A	Pretoria University	MInt (Prof)
2	Breytenbach A	Nelson Mandela University of Technology	BTech: Interior Design
3	Prinsloo I	Inscape Design College	Interior Design

Jewellery and Ceramic Design

Surname and Initials		Name of institution	Programme area
1	Ramgolam J	Vaal University of Technology	BTech Art Theory
2	Ramgolam J	Durban University of Technology	BTech Theory

Multimedia

	Surname and Initials	Name of institution	Programme area
1	Edwards MD	Witwatersrand University	MA Digital Arts
2	Edwards MD	Greenside Design Center	BA Multimedia and Hons Multimedia

Visual Art

	Surname and Initials	Name of institution	Programme area
1	Paton DM	University of Pretoria	BAFA final year
2	Von Veh KE	University of the Witwatersrand	History of Art
3	Nanackchand V	UNISA	Advanced Diploma Fine Art
4	Farber LN	University of Cape Town	MFA dissertation
5	Farber LN	Nelson Mandela Metropolitan University	MTech Fine Art dissertation

5.2.2 Service to professional communities

Architecture

	Name of institution	Details of activity
1	SAIAT	UJ Architecture representative
2	Gauteng Institute For Architects	Benefits Portfolio
3	Gauteng Institute For Architects	UJ Architecture representative
4	aza2010 Task Team Committee	Student Congress 2010 liaison officer
5	VEGA Regional Advisory Board	Board Member
6	Council for the Built Environment	Member of policy reviews committee
7	Gauteng Institute for Architecture	Main Committee member
8	South African Council for the Architectural Profession	Member: Heads of Schools Committee
9	Council for the Built Environment	Member of Appeals Committee

Industrial Design

	Name of institution	Details of activity
1	South African Biomimicry Network	Member of the South African Biomimicry Network
2	SABS	Member of the Technical Committee for SABS TC1089, non - motorized transport

Multimedia

Name of institution		Details of activity
1	South African User Experience Design Forum	Organised the Johannesburg forum's annual meeting

Visual Art

Name of institution		Details of activity
1	Tshwane University of Technology	Member of Advisory Committee
2	ABSA	Regional Judge – ABSA l'Atelier Competition
3	SASOL	Final Judge- SASOL New Signatures Competition
4	Aardklop Arts Festival	Adviser – Visual Art
5	KKNK National Arts Festival	Adviser – Visual Art
6	South African Visual Arts Historians	Member of national council and past chairperson <i>ex officio</i>
7	De Arte	Member of editorial committee in charge of curating and collecting
8	CIHA	Member Commite' International de Histoire d' Art
9	UJ Faculty of Education	Paper Prayers Art based workshop to the Faculty of Education Ed Psychology Hons students
10	SAPCON	Supply of archival paper samples to the paper conservation network (PRDU)
11	CSIR	Contract research in agave paper for agri-beneficiation in paper products (PRDU)

5.2.3. Leadership roles in professional bodies

Architecture

Surname and Initials		Name of professional body	Role played in the professional body
1	Vosloo C	Gauteng Institute for Architecture	Main Committee member
2	Vosloo C	South African Council for the Architectural Profession	Heads of Schools Committee

Interior Design

Surname and Initials		Name of professional body	Role played in the professional body
1	Breytenbach A	Design Education Forum of Southern Africa	President of Forum

Jewellery and Ceramic Design

Surname and Initials		Name of professional body	Role played in the professional body
1	Ramgolan J	Jewellery Council of South Africa	Member
2	Nel M	Jewellery Council of South Africa	Executive member

Visual Art

Surname and Initials		Name of professional body	Role played in the professional body
1	Von Veh KE	SAVAH	Immediate past chairperson <i>ex officio</i> and member of national council
2	Von Veh KE	De Arte	Member of editorial committee in charge of curating and collecting.
3	Berman KS	Artist Proof Studio	Executive Director
4	Berman KS	Phumani Paper	Director on the Board
6	Nanackchand V	Artist Proof Studio	Chairperson: Board Of Directors
7	Nanackchand V	Art For Humanity	Associate Board Member

5.2.4 Other service activities

Architecture

Surname and initials	Details of activity
Vosloo C	SAPTU Management

Fashion

Surname and initials	Details of activity
Smal DN	Member of the RPL task team (UJ)

Graphic Design

Surname and initials	Details of activity
Pretorius JD	Competition judge, University of Johannesburg annual community engagement showcase poster competition
Pretorius JD	Organised the FADA stand at the first Cultural Integration day
Pretorius JD	Organised FADA participation in Diversity Week
Pretorius JD	External panel member for the evaluation of University of Pretoria creative outputs
Pretorius JD	Peer reviewer for accredited journal <i>Image&Text</i>
Pretorius JD	Adjudication panel member for evaluation of University of Johannesburg creative outputs

Interior Design

Surname and initials	Details of activity
Breytenbach A	Member of CHE Institutional Audit team for the Cape Peninsula University of Technology

Jewellery and Ceramic Design

Surname and initials	Details of activity
Ramgolam J	Board member of the Thuthuka Jewellery Development Programme Section 21 Company
Nel M	Fine Arts Advisory board for the Department of Jewellery Design and Manufacture at Tshwane University of Technology
Hön EP	Consultation on creative design and project development for KAI KAI Residential Development, Port Nolloth Craft Community.

Multimedia

Surname and initials	Details of activity
Fenn TK	Coordination of the 2010 Teaching and Learning Forum at FADA with B Gray

Visual Art

Surname and initials	Details of activity
Paton DM	Coordinated the first of a series of seminars / workshops between the Department of Visual Art and art teachers from selected Johannesburg schools
Berman KS	Lefika Art Therapy Centre, fundraising project
Berman KS	Fund Raiser in collaboration with Artist Proof Studio
Berman KS	Coordinated FADA participation Make a Difference: Poster Campaign exhibited for Diversity Week
Berman KS	Visit to Crown Mines Technical College as potential partner for FADA

5.3 PUBLIC LECTURES, ADDRESSES and MEDIA INTERVIEWS

5.3.1 Lectures, addresses and interviews by members of Faculty

Public activities in which members of Faculty participated during the year are summarised in the table below.

Table 5: Lectures, addresses and interviews

Department	Lectures/addresses	Media interviews
Architecture	1	2
Fashion	0	1
Graphic Design	8	0
Industrial Design	0	8
Interior Design	1	0
Jewellery and Ceramic Design	1	3

Multimedia	1	1
Visual Art	11	4
Research Centre	1	0
Dean's Office	7	0
TOTAL	31	19

5.3.2 Public lectures in conjunction with UJ Arts Centre

The Faculty continued its quarterly series of public lectures delivered by prominent professionals and academics and entitled *Talk to the Architect* which was well attended by practitioners, students and the general public. A new series *Talk to the Designer* was introduced and two public lectures presented during the year.

6 Stakeholder Report

6.1 AGREEMENTS

A number of memoranda of agreement were signed during the year. The Department of Fashion signed an agreement with Lectra Systems SA to provide discipline specific CAD software to the value of R500 000. Nike Sportswear continued to support the Faculty by funding bursaries and a portfolio workshop. A partnership was established with Interactive Africa (t/a Design Indaba) for various activities in 2011 including hosting a simulcast of the Design Indaba Conference at the UJ Arts Centre in February 2011. Adele Lucas Promotions initiated a bursary sponsorship initiative which was announced at the Soweto Business Fair at the end of the year. Other sponsorship agreements included R10 000 for the Department of Architecture from Nutec Fibre Cement and R100 000 towards the salary of a master platinum smith from AngloPlat for the Department of Jewellery Design. AngloPlat also contributed 1.5kg of platinum towards student projects.

6.2 INTERACTION AND COLLABORATION

The Faculty enjoyed an active exchange and collaboration with industry in terms of joint projects, excursions and work placements. An ongoing programme of industry lectures, seminars and talks delivered by prominent designers, artists and industry leaders further contributed to this interaction. Practitioners and organisations generally dedicate their time and expertise to the Faculty without cost. Their input and discussions with professional associations and scheduled meetings with industry mentors ensured direct contact with workplace learning sites and exposure to relevant knowledge that directly prepare students for entry level positions in their respective disciplines.

A number of international visitors were received during the year the year. The AZA2010 conference afforded the Department of Architecture an ideal opportunity to host a number of international visitors. These included renowned architects Oliverio Najmias from NOA Architects and Buenos Aires University as well as renowned Spanish architects Fernando Menis and Anton Gabril. Anne Van Hoey, internationally acclaimed Belgium ceramist visited the Faculty. Asao Shimura, Japanese expert papermaker, spent a number of weeks participating in training, workshops and seminars. Three members from Boston Printmakers presented workshops on water-based printmaking techniques and Pat Cole, a US artist and academic enjoyed an artist's residency and presented seminars to visual art students. Freda Sack from the Typography Foundry UK conducted an industry workshop for students in the Departments of Graphic Design and Multimedia.

6.2.1 Visitors to Departments in the Faculty

Visitors to departments and departmental collaborations are listed below.

Architecture

Visitor		Institution and nature of visit
1	Robert Serman	Activate Architects: School talk & judge
2	Oliverio Najmias	NOA Architects, Buenos Aires University: School talk, workshop & judge

3	Thorsten Deckler	2610 Architects: Lecture
4	Members of GIA	Gauteng Institute For Architects: Lectures
5	Wessel Van Huysteen	CNCI: Film Competition
6	Fernando Menis (Spain)	Renowned Architect: competition judge
7	Anton Gabril (Spain)	Renowned Architect: competition judge
8	Mphethi Morojele (SA)	Renowned Architect: competition judge
9	Andrew Makin (SA)	Renowned Architect: competition judge
10	Enrico Daffonchio (IT/SA)	Renowned Architect: competition judge

Fashion

Visitor		Institution and nature of visit
1	Charlotte Ashamu	IFC: Organised the entrepreneurship series
2	Thobi Mosinye	Entrepreneurship series speaker
3	Anisa Mpungwe	Entrepreneurship series speaker
4	Xola Sithole	Entrepreneurship series speaker
5	Chris Levin	Entrepreneurship series speaker
6	Roy Rotowski	Entrepreneurship series speaker
7	P McLaren	Cape Peninsula University of Technology: moderation
8	D Kruger	Tshwane University of Technology: moderation
9	Angie Nagel	CTFL SETA CEO: Lecture
10	Alan Walker	McGraw Hill Publishers: Lecture
11	Marie Anoun	Edcon: Guest lecture

Graphic Design

Visitor		Institution and nature of visit
1	Sara Bodén	Swiss Exchange student at Wits School of the Arts: Faculty tour.
2	Adele Prins	Prinsdesign: industry lecture
3	Ross Drakes	Nice Work: industry lecture
4	Mzwandile Makgoba	Aqua Online: industry lecture
5	Mike Martin	Creative Director, O&M: industry lecture.
6	Damon Stapleton	Executive Creative Director, TBWA\Hunt\Lascaris: industry lecture.
7	Dr Karen Haire	UJ Writing Centre: information session
8	Kibbie Naidoo	UJ Center for Professional Academic Staff Development: information session

9	Erica Pretorius	EduLink: information session
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Industrial Design

Visitor		Institution and nature of visit
1	Haldane Martin	Award winning furniture designer: presentation entitled <i>Design philosophy and work from the last 20 years</i>
2	Brian Steinhobel	Award winning South African industrial designer: School Talk
3	Nitin Bhikha	Automotive designer for VW SA : presentation entitled <i>Industrial Design at VW SA</i>
4	Jeroen Engel	Industrial designer from Nimtec: presentation entitled <i>The role of industrial design in environmental branding</i>
5	Jose Loureiro	Industrial designer from Loureiro Design: presentation entitled <i>Come see how a knife sharpener is designed by a practicing industrial</i>
6	Claire Janisch	Chemical Engineer and Head of the South African Biomimicry Institute: presented <i>Biomimicry</i>
7	Sabrina O'Hagan and Melanie Stevens	CN business furniture (Bidvest group): Guest lecture

Interior Design

Visitor		Institution and nature of visit
1	Dr Chrisna du Plessis	CSIR: Built Environment: guest speaker at the Green Design Week
2	Nico Botes	Pretoria University: presentation for Faculty Research Seminar Series
3	Raymond König	Pretoria University: presentation for Faculty Research Seminar Series
4	Nkopani Maphiri	Green Peace: guest speaker at the Green Design Week
5	Simon Gear	Presenter of 50/50: interviewed winning group of the Green Design Week
6	Adrian Whines	Brand DNA: assistance to students for the PG Bison Competition
7	Annemarie Meintjies	Visi Magazine: selection of student projects that were featured in
8	Ian Pursey	Ian Thomas Pursey Designs: assistance to students in developing concepts and projects to meet industry requirements

Jewellery and Ceramic Design

Visitor		Institution and nature of visit
1	Masana Chikeka	Department of Arts and Culture: judge for the Thuthuka Jewellery Programme community project
2	Andrew Meyer and Lourens Mare	Isikhova Publishing: attendance of Departmental Advisory Committee meeting
3	Anne Van Hoey	Internationally acclaimed Belgium ceramist: sharing of knowledge and insight into the international ceramic community, potential markets and galleries
4	Annemiek van Dyk	UJ Alumnus and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related matters
5	Bruce Cairncross and Fanus Viljoen	Department of Geology: discussions on collaboration for 2011
6	Busiswe Ntuli	Thuthuka and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related matters
7	Carola Ross	Carola Ross and Associates: discussions on Department's involvement in the Thuthuka Jewellery Programme and to brief students on the Thuthuka project.
8	Chris de Beer	Durban University of Technology: moderation
9	Chris van Rensburg	Studio C and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related matters
10	Colin Campbell	Ekurhuleni Jewellery Project: briefed students on the SEDA Platinum incubator
11	Dave Newman	Tswane University of Technology and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related matters
12	David Bolam	Isilimela Technologies: discussions on the involvement of the Department in a community project to uplift skills in casting in the rural community of Witbank
13	Dimi Raphoto and Samora Sekhukhune	Curious Pictures: consultation and filming of the SABC 3 Young Designers reality series.
14	Eleni Papadopolous	Lifestyle product designer: judge for the Thuthuka Jewellery Programme community project host by the Department
15	Erika Wessels, Maryse Castel and Pamela Thompson	Reads Gallery: Consolidation of the collaboration between the Reads project and UJ students
16	Ernie Blom	World Federation of Diamond Bourses and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related matters
17	Eugenie Drakes	Retailer, Crafts and original jewellery: judge for the Thuthuka Jewellery Programme community project

		hosted by the Department
18	Evelyn Archery and Michael Joseph	Anglo Platinum: evaluation of the partnership between the Department and Anglo Platinum for 2010
19	Gavin Brown	Brown Jewellers and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related matters
20	Heinrich Botha	Browns: consultation regarding bench marking the facility
21	Jonathan Shearer	Cultured Diamonds: school talk on the processes of manufacturing cultured diamonds and the identification of synthetic diamonds.
22	Lana Stefancic	Contemporary Jeweller: school talk on how to be successful as a contemporary jeweller in a changing economy
24	Lee-Anne Coetzee	Pactitioner: school talk on natural diamonds
25	Liz Loubser	Jeweller and academic: judge for the Thuthuka Jewellery Programme community project host by the Department
26	Marl Pool	Anglo Gold Ashanti and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related matters
27	Michael Joseph	Anglo Platinum and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related matters
28	Michael Vincer	Director: Metal Concentrators: attendance of the Departmental Advisory Committee. meeting
29	Michale Pneuma	Pneuma Jewellers CC and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related matters
30	Robert Greenstein	Wolf Bros and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related matters
31	Rodney Chandler	Chandler Manufacturing and member of Departmental Advisory Committee: discussions on pertinent departmental and industry related
32	Shailen Nagessar	Aztech: assisted in the operation of the Department's CMC machines
33	Stephen Falke	Interior Designer: judge for the Thuthuka Jewellery Programme community project host by the Department
34	Talia Kukhard	Makia Designer Jewellery: exhibition of UJ jewellery pieces at an awareness and fundraising event in aid of CANSA'S Women's Health Campaign
35	Veronica Andersen	Jewellery retailer: judge for the Thuthuka Jewellery Programme community project host by the

		Department
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Multimedia

Visitor		Institution and nature of visit
1	C Morton	Hotel DeVille, post- production house: Industry visit
2	L Glover & S Sikhakhane	Pixel Zoo: Industry visit
3	Freda Sack	Typography Foundry UK: Industry workshop
4	Torgny Hylan	JH-01, UX/ Interface Design. Guest lecture

Visual Art

Visitor		Institution and nature of visit
1	Michelle Constant	Business Art South Africa: lecture
2	Asao Shimura	Japanese expert paper maker: workshops, seminars and training
3.	Kernan (SMFA), Manolson and Goldman	Boston Printmakers: water-based printmaking techniques
4.	Pat Cole	Visiting US artist and academic: seminar and residency

6.2.2 Teaching collaborations with other institutions or other UJ faculties

Fashion

Institution		Details of interaction/collaboration
1	Vaal University of Technology	Introduce and trained representative in basic use of Modaris software
2	STH – Commercial Division	Diversity week styling assignment

Graphic Design

Institution		Details of interaction/collaboration
1	UJ HIV/Aids Office	HIV/Aids as a Metaphor. Poster design project for GDT33-1 exhibited at UJ Diversity Week
2	UJ Department of Strategic Communication, School of Communication	Graphic Design BTech students worked with Marketing Communication Honours students to visualise a solution to a creative marketing brief
3	UJ Faculty of Engineering and Built Environment (FEBE)	Graphic Design BTech students collaborated with MultiMedia BTech students on a promotional website for UJ FEBE
4	Tshwane University of Technology	Coordinated external moderation of third year and BTech practical and selected theory modules by academic staff member
5	Durban University of Technology	Coordinated external moderation of third year and BTech theory units by academic staff member.

6	UJ Department of Food Technology	Coordinated second year students packaging and promotional project for a new food product
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Industrial Design

Institution		Details of interaction/collaboration
1	SeTAR Centre	Third year ID Engineering Media retained heat cooker project

Multimedia

Institution		Details of interaction/collaboration
1	Faculty of Engineering	Research and design of faculty infomercial
2	Humanities / Sociology	HIV awareness project from research to production

Visual Art

Institution		Details of interaction/collaboration
1	Artist Proof Studio	Third year printmaking, water-based techniques for BTech and Masters projects
2	UJ Department of Development Studies	Honours students: participatory democracy course, case study Phumani Paper
3	UJ Dept Mechanical Engineering	5 Honours students research projects
4	UJ Chemistry Department	BTech research in archival paper testing

6.2.3 Teaching collaboration with industry/commercial organisations

Architecture

Name of institution		Details of interaction/collaboration
1	Council for Built Environment (CBE)	Discussions on policies for the built environment
2	South African Institute of Architects	AZA2010 Conference

Fashion

Name of institution		Details of interaction/collaboration
1	Services SETA	Meetings held between industry stakeholders and fashion design educators
2	Aranda Textiles	Visit by first year students
3	Clothing and textile manufacturers in Gauteng	Experiential learning placements
4	CTFL SETA	Organised factory visits
5	Edcon	Collaboration for students' freelance employment

Graphic Design

Name of institution		Details of interaction/collaboration
1	OPENCO	Collaborative teaching with OPENCO Head Designer David Chong (Module: GDM33-1)
2	Anatomy Design	Collaborative teaching with Anatomy Design Director Andrea Kleinloog (Module: GDM33-1)
3.	Yellowwood Future Architects	Collaborative teaching with Yellowwood Head Designer Richard Stone (Module: GDM33-1)
4	Jupiter Drawing Room	Collaborative teaching with Jupiter Drawing Room Designer Jelena Jovanovic (Module: GDM33-1)
5	Espial	Collaborative teaching with Espial Designer Heidi Aitken (Module: GDM33-1)
6	CyberGraphics	Collaborative teaching with CyberGraphics director Jan Erasmus (Module: GDM43-1)

Industrial Design

Name of institution		Details of interaction/collaboration
1	Allbrass Foundry	Sand casting demonstration. Excursion leader Victor dos Santos
2	Regent Lighting	Gravity and low pressure die casting. Excursion leader Don Bedgood
3	Rely Investment Castings	Investment Casting demonstration. Excursion leader Guy Turner
4	Comatra	Vibratory cleaning. Excursion leader Clive Bateman
5	Vera Cruz	Sheet Metal fabrications. Excursion leader Pieter van Niekerk
6	Wispeco	Aluminium Extrusion. Excursion leader Richard Keyes
7	Ultrplast	Ultra Sonic Welding. Excursion leader Bill Lee
8	Hippo FRP	FRP Moulding. Excursion leader Peter Elliot
9	Seating	Furniture Mnf. Excursion leader Synie Jardine
10	Protek Engineering	Rotation Moulding. Excursion leader Angus Campbell
11	Techno Plastics	Injection Moulding. Excursion leader Otto Winter
12	225 Plastics	Blow moulding. Excursion leader Bruce Peters
13	Samcor Motor Corporation	Motor car manufacturing. Excursion Leader Reinette Hon
14	ARMSA (Association of Rotational Moulders Southern Africa)	Judge for the <i>Association of Rotational Moulders Southern Africa (ARMSA) student design awards 2010.</i>
15	Advisory Council of Industrial Design (ACID)	Council meetings. 1 June & 18 November, Department of Industrial Design
16	Myriad Displays	Design team directed third year students in a point of purchase project

Interior Design

Name of institution		Details of interaction/collaboration
1	CBS Property group	Student project for the design of passage to public toilets at Athol Square shopping centre.
2	Communication Xellence	Eskom energy efficient lighting design competition, invited to display student submissions for judging in the FADA auditorium.
3	Radiant lighting	Student visit to showroom and lecturer on energy efficient lighting
4	EduCAD	Training of second year students in Revit and supply Autodesk software to third year students

Jewellery and Ceramic Design

Name of institution		Details of interaction/collaboration
1	Reads	Mentoring the design of contemporary jewellery pieces for a collaborative exhibition
2	AngloPlat	Contributed 1.5kg of platinum and R100 000.00 towards the salary of a master platinum smith

Multimedia

Name of institution		Details of interaction/collaboration
1	Elephants on Main	Film and editing expertise by multimedia students towards a Bidvest staff development project
2	Art Fair	Student animation projects profiled at exhibition

Visual Art

Name of institution		Details of interaction/collaboration
1	PPC	Workshops and student participation
2	Artspace	Mentorship programme
3	CSIR	Paper research into Agave fibre
4	SAPCON	Archival paper research and samples provided for the conservation industry

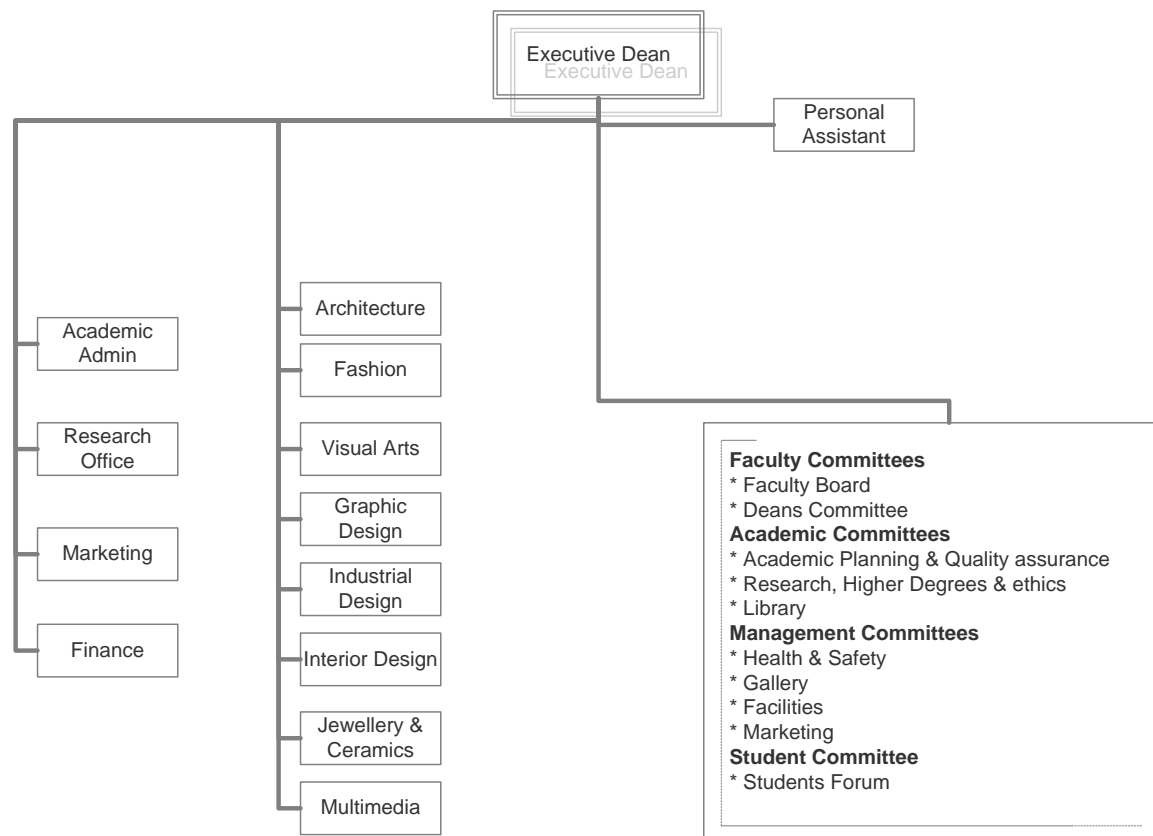
7 Sustainability Report

7.1 FACULTY GOVERNANCE

7.1.1 Overview

The Faculty ensured good governance practices through a system of interlocking committees, effective channels of communication and the co-ordination of faculty actions with university strategy and objectives. Appropriate committees oversaw the development of and adherence to faculty procedures and guidelines and the monitoring of compliance to procedures and academic standards at all levels.

Table 7.1: Faculty organogram



Two strategic sessions were held in 2010 in order to plan and report on faculty and departmental progress in relation to strategic goals and thrusts. The Dean's Committee comprising heads of departments, head of faculty administration and the faculty marketer, met on a monthly basis as an integrative and decision-making forum. These meetings dealt with matters as determined by relevant policies and imperatives as well as matters pertaining to day-to-day operations. A weekly meeting of the Dean, Vice-Dean and HFA ensured the timely consideration of academic administrative matters and set out a planning schedule for the coming week. These meetings also established a direct communication link between the activities and

initiatives of Central Academic Administration and the Faculty. All other faculty committees convened on a quarterly basis, with ad hoc meetings scheduled when necessary. The minutes of all committees were tabled at Faculty Board meetings for the approval of pertinent issues, noting and discussion where necessary.

Student and academic data were well managed, and an excellent record was maintained by Academic Administration in 2010 where key performance indicators in all functions were met. A weekly meeting, convened by the HFA, was held with administrative staff from academic departments to set out priority activities and requirements and to inform staff of pertinent issues. These meetings have proved to be of great assistance in ensuring the alignment of the administrative tasks of departments and academic administration functions. When requested, members of Academic Administration provided information sessions and training to academic staff. Close co-operation between the faculty marketer and Academic Administration strongly supported a service orientation which remained an important priority in 2010. During the course of the year, extended facilities for Academic Administration were provided. These included a much needed storeroom, a computer venue which allows students access to the student portal and online registration.

A monthly meeting attended by the Dean and faculty representatives with the Campus Director, maintenance and protection services staff enabled the identification and resolution of specified issues in the FADA building. Unfortunately, no progress was made with problematic aspects of the physical environment during the year. Poor ventilation, temperature control, and unacceptable noise levels continue to detract from core academic functions.

7.1.2 Quality management systems and processes

Quality in the Faculty is ensured through defined quality assurance routes, the formulation of policies, procedures and objectives in alignment with institutional directives and identified needs. A range of mechanism is employed to ensure the maintenance of acceptable standards. Quality assurance routes are set out in table 7.2 below.

Table 7.2: Quality assurance routes.



Academic Planning and Quality Committee (APQC)

The Academic Planning and Quality Committee devoted a great deal of time to ensuring that all new programme offerings met requisite standards. A new degree

offering BArchitectural and a revised Diploma in Architecture were approved by the APQC for review by the Programme Working Group and for submission to Senate in 2011. The Teaching and Learning Policy was revised. Content for an elective major in Art and Design devised for the Faculty of Education was reviewed. The first year Art and Design module will be offered for the first time in 2011. The initiative instituted in 2009 for monitoring and refining the procedure for the appointment of external moderators and the moderation reporting format, continued during the year. A central faculty archive for moderators' reports was established.

Faculty Research Committee (FRC)

The Faculty Research Committee met five times during the year. The Committee critically reviewed the viability and standard of proposals for research projects and post-graduate studies, considered the suitable appointment of supervisors and external examiners, and decided on funding applications. Bi-annual supervisors' reports and progress reports on funded staff projects allowed the FRC to monitor progress and the achievements of stated objectives. Appropriate assessments committees were convened to consider external examiners' reports under the direction of a non-examining chair and to provide recommendations to post-graduate students and supervisors.

Departmental quality management structures and systems

All departments in the Faculty are tasked with quality management in the academic, administrative and operational domains. Departmental structures and initiatives are outlined below.

Architecture

Structure	Function
Architectural Departmental Committee	Continuous revision of course content and teaching methodology

Fashion

Structure	Function
Meetings with part-time staff	Meetings held when necessary to inform part-time staff of important decisions made by the department and to ensure staff are aware of all necessary process and procedures
Meetings with departmental student body	Meetings held once per month with elected students from each year group, chaired by the students and attended by HOD and two staff members. Facilitate communication between students and staff. Reports received from each student group and HOD
Meetings with technical staff	Meetings held once per month with HOD and other academic staffmembers. Discuss all matters relating to the running of the store room, sewing labs, possible problem areas and safety.
Departmental Meetings	Meetings held once per month with all staff present and chaired by the HOD. Feedback given from all above meetings and from all Faculty and University meetings. Reports from each class guardian presented, at risk students and all matters relating to teaching and learning, research, quality and good governance discussed.

Graphic Design

Structure	Function
Departmental Meetings	Overall quality management of the Department.
Moderation (Internal and external)	The process ensures that the assessment of the outcomes described in the learning guides are fair, valid and reliable. Moderation ensures that students are assessed in a consistent, accurate and well-designed manner and is a means of evaluating the performance of the assessor/s. All assessments conducted in first and second year modules are moderated internally at half and end of year. Exit level modules are assessed externally in line with the University assessment policy at the end of the year. At half year a "reflection" is done with third and BTech students where an industry representative comes in to critique students work.
Assessor meetings	Follows moderation and entails finalising assessment results and reviewing the programme and planning improvements
Half year progress report	Provides students with information on their progress to date
Student assessment results and feedback	Students receive feedback on all assessments from the assessor. The date, time and place of feedback are communicated in writing to students as part of the assessment plan. Where practicable, students receive feedback within two weeks of assessment submission. Feedback is provided by one or more of the following methods: a written assessment feedback report, marking checklist, one-on-one interview, and verbal feedback.
Student feedback on modules	In an effort to improve the programmes students are asked to provide written feedback on each module. Suggestions are implemented into the following year where applicable.
Staff annual reports	Report on staff performance in preceding year
Staff development plans	Plan for staff development in the coming year
Programme coordinator	Ensures the academic coherence and integrity of the programme and that all conditions for the delivery of the programme are met. Coordination of logistical and other issues regarding: the day-to-day delivery of the programme; all aspects of the programme quality management system, including the provision of resources; the review of the programme and feedback with a view to improvement; monitoring of expenditure.
Year coordinators	Control quality of a specific year in conjunction with the HOD
Module coordinators	Controls quality of a specific module in conjunction with the HOD

Industrial Design

Structure	Function
Year coordinators	Each of the year groups within the NDip, the BTech and MTech programmes has a year coordinator allocated to deal with year specific issues. This system gives individual academics the responsibility for the management and resolution of certain year specific issues that may occur within year groups.
Module Coordinators	All academic staff member are allocated module areas to coordinate. The module area coordinator is responsible for the continuity and development levels of these modules across

	the three years of the NDip as well as related modules in the BTech.
ID Student Representative Committee	The Department of Industrial Design Student Representative Committee met four times during the year to discuss and resolve student issues within the department.
Moderation and portfolio assessments	A system of internal and external panel review has been setup for all theory and practical modules. This system ensures that the quality of teaching and assessment versus the module purpose statements and outcomes are being met.
Department Staff Meetings	The department held 12 Department Meetings through 2010. This system allows the HOD to inform all staff of developments within the university and to discuss specific programme issues. This is also an opportunity for the staff members to give formal feedback on issues pertaining to their teaching, research and management roles.

Interior Design

Structure	Function
Department Committee	Monitors operational, administrative and academic matters and staff performances according to Faculty and institutional policies, rules and regulations. Feedback is presented at the department meetings, progress is monitored and appropriate action is identified and implemented as required.

Jewellery and Ceramic Design

Structure	Function
Departmental Committee (Jewellery and Ceramic Design)	The committee met bi-weekly to : Devolve important information from the Faculty committee meetings, address operational matters, make decisions and ratify departmental decisions
Jewellery Design Committee	Committee met when necessary to: Address academic teaching and learning matters, make decisions, ratify departmental decisions and make decisions regarding student assessment, mid-term reports and interventions
Strategic Meetings	Met once to: Plan for 2010, evaluate strategic objectives of 2009 and identify strategic objectives for 2010
Student Representative Meetings	Monthly/when required to: Discuss student academic and operational concerns, evaluate student satisfaction, devolve important information from the Faculty and departmental committee meetings

Multimedia

Structure	Function
Departmental HOD meetings	A weekly meeting held in the boardroom with an agenda that serves as a management tool Student attendance and success rates are recorded, discussed and monitored at these meetings Students at risk are identified and monitored
Moderation	All module assessments are coupled with moderation processes, internal and external to manage consistent quality
Student feedback	Satisfaction levels of students are recorded and evaluated in

	assessment forms to improve student performance
Computer lab supervision	To minimise risk of computers breaking down
Equipment store supervision	To manage digital equipment usage

Visual Art

Structure	Function
Fortnightly staff meetings	This forum addresses departmental strategic and operational matters as well as policy and other critical decisions taken at Faculty, Dean's Committee and Senate levels. All members of staff including academic, technical and administrative staff as well as student representatives attend. The staff meeting is an important forum to monitor students' progress, address risk factors and deliberate on remediation
Strategic planning meetings	Three strategic planning meetings are held per annum. These sessions provide invaluable opportunities for the Department to assess its progress in all programmes and plan effectively in terms of the Faculty's and University's strategic mission.
Assessment and moderation	Assessment and moderation functions were dealt with rigorously in order to ensure good governance and alignment with University and Faculty policies.
Student Satisfaction	The Department conducted a comprehensive survey to gauge student satisfaction across all year groups in all programmes. Survey items included students' response to teaching & learning, infrastructural and technical support, and consultation opportunities.
General quality management	Year co-ordinators oversee the general operation and function of each year group. This system which involves assistance from tutors in the undergraduate years helps to monitor students' progress and identify risk factors which are addressed timeously at staff meetings. A technical assistant was appointed to manage the workshop and sculpture studio facilities.

Academic Administration

Structure	Function
Risk management matrix Audit and evaluation system Error lists Performance management	Manage faculty administrative risks Evaluate functions against specific criteria Ensure correctness on academic structure Manage level of functioning

7.1.3 Postgraduate supervision

Currently only four departments in the Faculty offer post-graduate qualifications. Although the Department of Architecture is able to offer a research master's, there has been little interest in this qualification to date. The number of post-graduate students in architecture will undoubtedly improve in 2011 when the first intake of professional master's students is scheduled to commence. The development of supervisory capacity remains an ongoing concern in academic departments that have post-graduate students as identified in each of the reports below.

Department of Fashion

The Department has embarked on a programme of supervisor development to assist supervisors, who have little experience in the post-graduate domain, acquire expertise. Supervisors meet with their students on a regular basis to monitor and

record the progress. Bi-annual progress reports are submitted to the Faculty Research Committee as prescribed.

Department of Industrial Design

The Department has few students enrolling for the MTech programme and therefore has a short history of post-graduate supervision. Academic staff members are encouraged to complete postgraduate supervisor training and work alongside experienced supervisors to build supervisory capacity within the Department. The MTech coordinator is tasked with monitoring progress of students and also advising and guiding the supervisors where necessary.

Department of Interior Design

In the past three years significant progress has been made in terms of supervision practices in the Department through the attendance of a number of postgraduate supervision workshops. Although regular feedback is provided to MTech students, their progress has been very slow.

Department of Visual Art

Potential candidates are invited to formally present proposals of their intended theoretical and practical research focus to the academic staff in the Department. This allows the staff to deliberate on the suitability of candidates in relation to the availability of supervisors and co-supervisors. The candidates are then invited to submit a more developed research proposal or to conduct further research and re-apply for admission. The accepted proposals are developed in close consultation with the research co-ordinator and supervisor during the first semester after registration. Candidates are required to attend a research methodology workshop and the Department provides a weekly seminar programme in which supervisors and students work closely together in order to develop and critically refine each student's proposal. Thereafter, the students consult regularly with their supervisors and present their findings at research seminars involving the academic staff and all students. Bi-annual progress reports are submitted to the Faculty Research Committee as prescribed.

7.1.4 Reviews and reports

Departmental annual reports, bi-annual strategic sessions and teaching evaluations completed by students provide mechanism for regular quality reviews. All departments ensure that selected modules undergo teaching evaluations completed by students during the year using either the standard UJ template or an internally formulated questionnaire. In total, 47 modules were evaluated by students during the year. All exit modules were externally moderated and attention given to comments and recommendations made in moderators' reports. The number of modules reviewed and moderators' reports received during 2010 are outlined below. A comprehensive list of moderators is provided in Appendix 5.

Table 7.3: External moderation completed in 2010

Department	Number of modules moderated	Report submitted
Architecture	25	15
Fashion	24	24
Graphic Design	7	7
Industrial Design	6	6
Interior Design	22	16

Jewellery and Ceramic Design	13	13
Multimedia	8	8
Visual Art	10	10

7.1.5 Opinion on quality management

Quality management in the Faculty was generally good. This is attested to by the positive ratings in all audits completed by Central Academic Administration and by the faculty audit conducted by Deloitte. The Faculty Board was evaluated above 3 on all dimensions of the UJ measurement instrument. Faculty and departmental committee structures functioned well. A system of year and module co-ordinators in academic departments ensured continuity and regular monitoring of content and student performance. All exit level modules were externally moderated and identified problems attended to. Close co-operation between Academic Administration, the faculty marketer and academic departments ensured good communication channels and the alignment of relevant functions in compliance with policies and procedures.

7.1.6 Risk management

The following items remained on the risk register in 2010:

- Preparedness, performance and attitude of entry level students. Mitigation during the year included orientation, FYE, academic support initiatives and interventions by departments and ADS, Student Forum and the buddy system
- Research development and output due to workloads. Mitigated to a certain extent by departmental planning and faculty strategies for research development
- Inability to fill staff vacancies due to competitive private sector salaries and the unavailability of academics from the designated groups. Mitigated by headhunting, professional networks, compiling profiles of academics and postgraduate students at peer institutions
- Staff qualification profile and supervisory capacity. Mitigated by support to staff participating in the SQP, mentoring and ensuring requisite qualifications of new appointments.

Three risks were downgraded by the Deloitte audit. These were security (access to the building and studio areas); non-compliance to policies and procedures and recruitment of preferred students.

Risks outside Faculty mitigation were ventilation, temperature control and noise levels in the building.

The most common risks identified by departments in their particular domains (Appendix 6) included the following:

- Academic preparedness of entering students
- Students' inability and unwillingness to engage with design theory and academic writing
- Staffing issues: lack of supervisory expertise; inability to attract suitably qualified staff; lack of assistance in workshops and computer laboratories; and low staff morale
- Low numbers of applicants to certain programmes
- Physical working environment: ventilation, temperature and noise levels.

7.2 BRANDING AND MARKETING

The faculty marketing plan was structured around three key objectives, namely, profile building, recruitment and retention of students and internal marketing. Actions and projects in each of these areas are outlined below.

Objective	Action/ Project
<p>Build the profile of Faculty through an ongoing narrative of activities and successes that entrench its position</p>	<p>UJ and industry events The Faculty capitalised on many UJ activities taking place in the FADA building by displaying student work, placing promotional brochures in the entrance, distributing newsletter and where possible ensuring that the FADA Gallery was open during events. Examples of such events included the UJ CSI Symposium, Info Chef, public lectures and events by other faculties.</p> <p>Faculty Events The Faculty had various levels of involvement in a variety of events including: Cross Universities Forum, Eskom Efficient Lighting Gauteng Judging, Architecture Public Lectures at the UJ Arts Centre, Postgraduate Symposium on Visual Arts & Culture, as well as events for the FADA Research Centre such as Time's Arrow Exhibition at the Johannesburg Art Gallery, public lectures at the UJ Arts Centre, and a book launch.</p> <p>Gallery Exhibitions The FADA Gallery hosted nine exhibitions in 2010: Mindful Garden, Student Showcase, Structure & Morphology, Transgressions and Boundaries of the Page, Prestigious Alumni Exhibition, Ceramic Alumni Exhibition, IEB Matric Art, and two end of year Student Exhibitions. Each exhibition opened with a public event and was promoted through print and online publications or websites. The Prestigious Alumni Exhibition featuring award winning designer Brian Steinhobel generated a lot of public interest.</p> <p>AZA2010 The Department of Architecture participated in the organisation of AZA2010 an international conference which drew a number of international and national visitors to the campus.</p> <p>Fashion Fusion The Department of Fashion Design hosted their annual public fashion in October attended by over 500 visitors and members of the fashion media.</p> <p>Student Exhibitions The Faculty hosted two student exhibitions showing top creative work completed by students during the year. The events were well attended with an estimated 500 visitors at the opening of the first exhibition and 400 visitors at the opening of the second exhibition (23 November). At the opening of the first student exhibition, the Faculty hosted a function for sponsors such as Nike Sportswear, Adele Lucas Promotions and Angloplat. At the opening of the second exhibition the Department of Architecture hosted a student prizing with sponsors from their industry sectors.</p> <p>Publicity of Events All events that were open to the public were publicised through various forms of media including listings on the UJ and FADA websites and the following external websites or social networks: 702, Highveld Stereo, Joburg.org, Design Mind, One Small Seed, and Facebook. Where relevant, the UJ Media Office was also informed of events and distributed the appropriate press releases and invitations. The use of Facebook proved to be one of the most successful ways of promoting events with invitations going viral i.e. being distributed to a much broader audience than simply those on our databases.</p> <p>Design Indaba Emerging Creatives</p>

	<p>Two Faculty students and one 2009 graduate represented the Faculty at the Design Indaba Expo in Cape Town as Emerging Creatives.</p> <p>Media Exposure - General Press Releases Press releases of various competition results or Faculty successes were distributed to the public media via the UJ Media Office in 2010 (ARMSA Student Design Competition, Good Design Award, Portfolio Workshops, Brian Steinhobel's Exhibition, The Jewellery Department raising funds for the Nelson Mandela Foundation, artwork exhibited at the KKNK, House and Leisure / Green Designers at Woolworths Competition, Joburg Art Fair). News items and articles were placed on the UJ and FADA websites on a continuous basis.</p> <p>Media Exposure - Television Coverage The Department of Industrial Design received coverage on a television programme called <i>Tomz</i> on SABC 1. The Department of Jewellery Design was given extensive coverage over three episodes of <i>Young Designers</i> on SABC 2.</p> <p>Media Exposure - Radio Coverage Various interviews with Faculty representatives took place including interviews on UJ FM and Radio Today.</p> <p>Nike Relationship and Bursary Nike Sportswear awarded two bursaries with a total value of R259 000 to students at the Faculty. Nike also donated a further R50 000 towards a Portfolio Workshop aimed at disadvantaged individuals whose schools did not offer any art or design subjects.</p> <p>FADA Showcase Booklet The Faculty finalised the design of a booklet featuring top student work across the disciplines. The book will be distributed to key audiences early in 2011.</p> <p>Online Social Networking Although the Faculty already had a good presence on Facebook through the current students and alumni groups, an official Facebook page was created towards the end of the year for the Faculty: UJ_FADA. In 2011 the focus will be placed on moving group members to this page and driving additional subscriptions. A Twitter account has also been set-up to post messages to the general public as well as monitor what it being said on the platform about the University. Profiles on DesignMind and One Small Seed are also currently being used to promote events and activities at the Faculty.</p> <p>IEB Design and Visual Arts Educators Conference The Faculty hosted the annual Independent Examinations Board Design (IEB) Conference attended by 25 design educators. This was seen as a key marketing initiative as the Faculty was able to position itself as design education experts and a valuable resource for teachers. Brochures were also provided to 127 attendees of the IEB Visual Arts Educators Conference on 13 February 2010.</p>
Recruitment and retention of students	<p>Support for UJ Marketing Initiatives: UJ Open Day and UJ School Visits The Faculty participated in Open Day on the Kingsway and Bunting Road Campuses. Presentations were offered in the FADA Auditorium on the day and information regarding the Information Sessions and Portfolio Workshop distributed to attendees. By invitation of the UJ Student Marketing team the Faculty were represented at the Saheti School Career</p>

	<p>Day.</p> <p>FADA Information Sessions An information session for Grade 12 school students was attended by approximately 100 visitors, including parents. These events are an excellent opportunity to show the facilities and fully explain the programmes offered at FADA. Smaller sessions for groups of 30 were also arranged on request.</p> <p>Architecture Student Congress The Department of Architecture hosted the annual Architecture Student Congress on the Bunting Road Campus. This event provided an opportunity to promote the new MTech Architectural Technology (prof) programme to students from across the country.</p> <p>Trade Shows: Jewellex & Afrimold The Department of Jewellery Design and the Department of Industrial Design were supported in their initiatives to promote their programmes at the Jewellex and Afrimold trade shows respectively.</p> <p>Visual Art Educators' Seminar The Department of Visual Art hosted a seminar for a number of senior art educators aimed at providing information on the curriculum and establishing a network for further seminars.</p> <p>FADA Tours: Prospective Students Gauteng school students were invited to attend tours of the Faculty. Students from seven schools visited (Springs Secondary, Abbots College, Maryvale College, Marian College, Germiston High, St Ursulas' High, and De La Salle Holy Cross School). Individuals who contacted the Faculty were also accommodated on additional ad hoc tours.</p> <p>Direct Mail Campaign Marketing material was posted to approximately 1500 prospective Grade 12 students interested in studying art and design in Gauteng (database obtained from UJ Student Marketing). Approximately 170 art and design high school teachers were also sent marketing materials.</p> <p>IEB Exhibition The FADA Gallery hosted the Independent Examinations Board (IEB) Matric Art Exhibition for the second consecutive year. A number of independent schools in Johannesburg participated, bringing their teachers and students to the Faculty on the opening night or during the duration of the exhibition.</p> <p>Soweto Recruitment The Faculty participated in the Thutopele Career Exhibition hosted at the Jabulani Mall in Soweto over the weekend of 24 – 26 September. The Faculty also accessed a number of prospective students from Soweto through the sponsored Portfolio Workshop detailed below.</p> <p>Portfolio Workshops The workshops are aimed at prospective students who were not confident about producing an admissions portfolio. Three workshops were hosted with a total of 74 attendees. The third workshop was sponsored by Nike Sportswear for pupils from Soweto who were recruited through articles placed in Soweto media. All the costs related to the workshop were covered including art materials, lunches and transport.</p> <p>Advertising: Street Pole Poster Campaign In order to recruit students for the new BA (Design)(Communication</p>
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	<p>Design) programme adverts were placed as part of the UJ Street Pole Advertising Poster Campaign.</p> <p>Nedbank My Future, My Career - Career Education Project This project hosted up to 30 000 previously disadvantaged secondary school learners at one of ten career education screenings in 14 Ster-Kinekor cinema complexes nationwide. A staff member from the Department of Architecture featured in the film on architectural career options.</p> <p>Orientation Ensuring a positive <i>First Year Experience</i> is a priority for the University. Thus much emphasis was placed on the orientation programme when important information was provided to new students and their parents.</p> <p>FADA Student Forum The Forum was consulted with regard to the students' needs and members assisted with marketing initiatives such as the FADA Information Sessions. Assistance was given to Forum events held in the Design Café. Members are assist with Orientation and received <i>Peer Buddy</i> training offered by UJ PsyCaD.</p> <p>Green Design Week Approximately 300 senior students participated in this multidisciplinary project. Promotional items were distributed to participants, a celebratory event hosted at the end of the project for all FADA students and a dinner was sponsored for the winning group.</p> <p>School Talks The Faculty hosted industry presentations for the students on Fridays as part of the commitment to expose student to industry and academic experts from across the design disciplines.</p> <p>INTERACT @ FADA – student version The informal INTERACT@FADA internal news email was sent to class representatives approximately every second week for further distribution to keep students informed of activities taking place in the Faculty and academic departments. Success stories within the Faculty were also covered.</p>
Internal marketing to UJ and the Faculty	<p>INTERACT @ FADA – staff version The informal INTERACT@FADA internal news email was sent to staff approximately once a week to keep them informed of Faculty and departmental activities. Topics for the Research Seminar Series, Teaching and Learning Forum, School Talks and success stories were regular items.</p> <p>Staff Lunch A luncheon to acknowledge the contribution of was held at the end of the year. This event is also aimed at giving staff from across departments the opportunity to interact in a social environment.</p> <p>UJ Publications: U@UJ, UJ Advance Magazine Newsworthy content and images were provided to these publications throughout 2010 to ensure regular coverage for the Faculty.</p> <p>Training and Consultation At the beginning of 2010 FADA hosted a briefing session for the UJ Student Marketers where they were provided with marketing materials and updated information on the 2011 programmes offerings. A similar session</p>

	was also hosted for UJ PsyCaD staff members.
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Support activities and projects not objective specific

Marketing Collateral

The final design of the 2012 brochures was completed in 2010. These include a general brochure that provides a brief description of the undergraduate programmes with relevant career opportunities and a summary of entrance requirements, eight programme brochures and a brochure on the Master's programmes offered. Branded paper carry bags, promotional items, branded notebooks for staff members and T-shirts for student assistants were produced during the year.

Databases

Mailing lists were updated and checked throughout the year. A database clean-up project was initiated in conjunction with the Faculty Research Centre: Visual Identities in Art and Design.

Website

Prior to the launch of the University's new website and platform all content related to the Faculty was updated. A training session was held for department website content owners, but throughout 2010 the majority of the content was updated by the marketing co-ordinator. News and Events pages were created for the Faculty and each department. Monitoring of the site and Google Analytics provided the following information on usage: the 799 identified FADA pages on the UJ website were viewed 181993 times with the FADA homepage being the most popular at 31 238 page views.

Assistance to Departments

Departments were encouraged to initiate their own marketing projects throughout the year and assistance was provided in various ways including planning, co-ordination, or logistical arrangements.

Customer Service

Faculty Marketing and Academic Administration continue to work closely together in order to ensure high standards of customer service. This included an ideal feedback time for email enquiries of 48 hours; providing FADA staff with accurate information and templates to use in correspondence; Peer Buddy Training by the UJ PsyCaD offices to student assistants who dealt with enquiries, registration and orientation.

Key Relationships

Nike Sportswear continued to support the Faculty by funding bursaries and a portfolio workshop. A partnership was established with Interactive Africa (t/a Design Indaba) for various activities in 2011 including hosting a simulcast of the Design Indaba Conference at the UJ Arts Centre in February 2011. Initial discussions took place with the Johannesburg Central College aimed at assisting students to gain access to programmes in the Faculty. Adele Lucas Promotions initiated a bursary sponsorship initiative which was announced at the Soweto Business Fair at the end of the year.

Market Research and Training

Internal student surveys identified future target markets and the ideal media to utilise in reaching those markets effectively. The marketing co-ordinator attended training sessions on Generation Theory and how to adapt marketing activities and messages to various generations.

7.3 FINANCE REVIEW

The faculty accountant and Dean met on a monthly basis to exchange information and to clarify matters pertaining to financial management. Heads of departments met with the accountant when necessary to ensure acceptable financial management of departmental budgets and cost centres.

Income and expenditure report

	Notes		
INCOME			
Disposable Income (Budget)		38 524 782.94	
Budget Allocation			
Remuneration	1	32 804 015.00	
Operating Costs (* included)	2	4 179 342.61	excludes encum
Capital Expenditure	3	1 541 425.33	big & small caps
Research *		1 042 674.48	
Printing*		986 292.48	
Conference Fees *		21 174.09	
Travel *		168 147.06	
Income Generated	4	(19 974 750.03)	
Tuition Fees (Subsidy Type A)		(19 953 667.49)	
Interest Received - Debtors		(16 608.05)	
Sundry Income		(4 474.49)	
Research Funds			
Income (* included)	4		(2 870 676.11)
Interest Received - Investment Short Term *			(22 829.16)
Grants & Donations Internal *			(2 667 497.16)
Public Sales and Services *			102 650.21
Research Income *			(283 000.00)
Trustfunds			
Income (* included)	4		(1 540 973.80)
Loan Subsidy Income *			(1 560.00)
Interest Received - Investments Short Term *			(109 578.85)
Donations *			(1 327 202.95)
Sales *			(51 021.50)
Events/Entrance Fees *			(19 750.00)
Membership Fees *			(206.50)
Fines *			(30.00)
Sundry Income *			(31 624.00)
Extra Curricular			
Income (* included)	4		(1 331.75)
Interest Received - Investment Short Term *			(656.75)
Membership Fees			(900.00)
Infrastructure Levies			225.00
EXPENDITURE		34 709 021.07	
Remuneration	1	29 951 097.14	
Operating Costs (* included)	2	3 264 108.57	excludes encum
Capital Expenditure	3	1 493 815.36	big & small caps
Research *		1 127 687.70	
Printing*		778 915.22	
Conference Fees *		18 294.00	
Travel *		106 458.77	
Research Funds			1 771 401.63
Remuneration	1		475 300.32
Operating Costs (* included)	2		1 274 770.11
Capital Expenditure	3		21 331.20
Research *			105 905.16
Conference Fees *			4 080.00
Travel *			96 932.17
Trustfunds			984 609.88
Remuneration	1		102 937.00
Operating Costs (* included)	2		844 335.18
Capital Expenditure	3		37 337.70
Printing *			14 077.13
Conference Fees *			18 940.83
Travel *			125 358.07
Extra Curricular			5 082.65
Operating Costs (* included)	2		5 082.65
Travel *			5 082.65

Notes:**Overall Faculty Expenditure**

The Faculty managed their expenses well within budget and the total budget saving for the year is 9.9%.

Remuneration expenses had a saving of 8.7% due to a total of eleven permanent vacant posts at various times throughout the year and a small amount of the tutor budget unspent.

The Operating budget reflects a 21.9% saving, but if the encumbrance of R533,528 is included, the saving is reduced to 9.13%.

The Capital budget reflects a 3.09% saving, but if the encumbrance of R96,057 is included, there is an overspending of 3.14%.

Note 1**Remuneration**

The Faculty's salary CTC includes a 7.75% increase. The Faculty had a total of eleven permanent vacant posts at various times during the year.

The Faculty shows a saving of 8.7% on vacant permanent posts. Architecture advertised two new posts, but could not manage to fill these during 2010 resulting in a portion of the budget being used for temporary appointments. Visual Art had two vacant posts of which one post was advertised and filled and one used for temporary appointments. Graphic Design had two vacant posts which were only successfully filled at the end of the year, resulting in the budget being used for temporary appointments. Jewellery Design had one vacant post filled by temporary appointments. Multimedia had two vacant posts. Although the posts were advertised the Department was unable to find suitable candidates and funds were utilised for temporary appointments. The Dean's Office had one staff member who was boarded and this post cannot be filled permanently for the next 24 months. The post is currently utilized for temporary appointments. The Research Office had one vacancy with the post filled on a temporary basis. The Faculty's temporary staff budget reflects a 10.85% overspend. This is due to temporary appointments not being paid against permanent vacant posts with budget allocations against salaries CTC.

The Faculty further expended R475 300 on temporary appointments against research funding.

The Faculty also used R102 937 from trust funds for temporary appointments.

The Faculty's temporary expenditure totals R3,644,329 resulting in a 32% overspending of the budget (due to temporary appointments against permanent vacant posts with budget allocation against salaries CTC, currently reflecting an underspending of 10.49%.

The Faculty utilised 58% of their tutorial budget. A total of R12 348 was used from trustfunds for tutor appointments.

Note 2**Operating Costs**

The Operating budget reflects a 21.9% saving, which excludes encumbrances. If the outstanding encumbrances are included, the total saving is 9.13%.

Library Books expended 72% the total budget. This excludes a R171 445.25 outstanding encumbrance.

Library Periodicals used 48.7% of the total budget. This excludes the encumbrance / accrual posted centrally with the Library and not reflecting against the faculty.

Licenses - Software spent 73.5%. Architecture used only 15.64% of their licenses software budget. Interior Design used only 65.59% of their licenses budget

Stationery spent 54% of the total budget. Research Office spent only 7% of their total stationery budget. Architecture spent only 25% of their stationery budget.

Fashion spent only 42% of their stationery budget. Industrial Design spent only 39% of their total stationery budget. Multimedia spent only 38% of their total stationery budget.

Teaching and Lab Consumable spent 69.5% of the total budget. This excludes a R48 757.51 encumbrance, leaving a 18% unspent total.

Fashion spent only 34% of their total teaching and lab consumable budget. Industrial Design spent only 10% of their total budget.

Jewellery spent only 73.5% of their total budget.

Telephone and Fax Costs spent 45% of the total budget.

Travel spent 63% of the total budget.

Conference & Registration fees reflect a saving of 13.6%. Tours & Excursions are overpsent by 132%. This is due to an overspending against Architecture for various 60 seater buses for tours / excursions during the period 24 - 26 September 2010. Travel International is overspent with 138%.

Travel International spent 36.19% of the budget. Travel National spent 82.01% of the budget.

Note 3**Capital Expenditure**

The Capital budget reflects a 3.09% saving, but if the encumbrance of R96,057 is included, there is an overspending of 3.14%. This is due to price variance on computers / laptops and extensive budget cuts on these items.

Note 4**Income Generated**

Tuition Fees generated R19 953 668 income. The tuition fees are 18% higher than the previous year.

Publication income received a total of R1,473,086.

Subsidy income received R28,150,844 (excluded from income figures). This amount excludes the overheads.

7.4 SOCIAL RESPONSIBILITY AND ENVIRONMENTAL SUSTAINABILITY

7.4.1 Studio teaching philosophy

Studio teaching and learning is underpinned by the values of social responsibility and environmental sustainability. In addition to demonstrating innovation, appropriate aesthetics and visual appeal in their creative projects, students are encouraged to consider the following critical areas:

- Benefit to the user – exemplified by aspects such as performance, comfort, safety, ease of use, user interface, ergonomics, universal function and access, quality of life, affordability.
- Benefit to society, environment, culture and economy – exemplified by aspects such as improved accessibility to a greater percentage of the population, improvements to education, facilitating understanding, meeting basic needs of low income populations, supporting cultural diversity, improving energy efficiency, durability, addressing product lifecycle effects on the environment, use of low impact materials and processes throughout product lifecycles, addressing issues of toxicity, material usage and waste reduction
- Benefit to the client – exemplified by aspects such as profitability, brand reputation and employee morale.

7.4.2. Working environment

Faculty staff and students are mindful of monitoring and caring for the working environment. Close contact with campus operations and functions was ensured through regular meetings and the reporting of matters needing attention. All departments have recycle bins for different forms of waste and cost saving initiatives in the use of paper, double sided printing and colour printing were highlighted on an ongoing basis.

7.4.3 Community work

The Faculty has a firm commitment to community engagement initiatives and a strong record in this regard as attested to in this report.

APPENDIX 1: DEPARTMENTAL REVIEWS

DEPARTMENT OF ARCHITECTURE

2010 was a very exhausting year for the Department. We believe that our major weakness, and hence risk, remains the fact that we are the only School of Architecture in Gauteng that do not yet offer both Part 1 and Part 2 programmes as defined by the South African Council for the Architectural Profession. This leaves us at a severe disadvantage as far as attracting top-quality applications (both students and staff) is concerned. Therefore raising the Departmental profile and preparing to offer architectural programmes up to the highest professional level remains our top priority. We do believe that once we have both degree and diploma streams in place we would not only have addressed our major risks and weaknesses, but would also have given effect to most of the University's and the Faculty's strategic thrusts. Everyone in the Department is working very hard towards the goals of maximising our unique position as part of FADA and of a comprehensive University. We have set 2017 as the target date by when we should have a suite of new degree and diploma programmes in place.

Our successful involvement in organising the AZA2010 conference and the ASC2010 student conference raised the departmental profile. Both events were offered to great acclaim and it gave us the opportunity to showcase the Department and our facilities to students from across South Africa (and a few from overseas). In addition, our students did exceedingly well in most of the Architectural Student Design competitions that took place during the year.

In summary, 2010 saw us work hard to set the Department on course towards achieving its full potential while dealing with some of the major weaknesses that still impact negatively on our achievement.

The main strategic target for 2011 is to deliver an effective MTech (Prof) programme that will provide students with an enriched experience of architectural learning in the context of the Gauteng Province. This is a vital process to ensure the success of the second year of study in the programme. The first year of the NDip Architecture programme will be the second strategic focus of attention in 2011. The objective is to ensure improved pass and throughput rates. Special efforts will be made to improve teaching and learning at this level. The department will further be preparing for the next accreditation visit to the Department by the South African Council of Architects (SACAP) due to take place in 2012 or 2013.

Prof C Vosloo, Head of Department.

DEPARTMENT OF FASHION

Overall Performance in 2010

2010 presented a number of challenges. The first year cohort showed a general lack of interest, had a very negative attitude towards class attendance and submission deadlines. In addition, two part-time lecturers resigned during the course of the year, which impacted on the year-end results. Twenty one F7 emerged from the 2010 first year cohort. On the positive side, the number of students that are exiting both diploma programmes has steadily increased since 2007 as a result of a gradually increasing intake in first year. The 2010 BTech intake showed a drop of 10%. The

intake differs from year to year dependent on student performance and available job opportunities.

Student graduation			
	2009	2010	2011 (envisaged)
NDip Fashion	6	14	24
NDip Clothing	6	8	12
BTech Fashion	4	5	4
BTech Clothing	3	1	3

Student achievements included the following:

- First year NDip: Fashion Design student, Cecile Laubsher, was amongst the Faculty's five Top Achievers
- Three second year fashion design students were semi-finalists in the Vodacom July competition
- Two second year fashion design students were named as finalists of the Eco-design national competition. Winners will be announced in March 2011
- Third year NDip: Clothing Management student, Bheki Mogapi, was awarded a Nike Bursary to the value of R129,000.00
- A successful Fashion Fusion was held on October 27, and parts of the show appeared on *iFashion*
- MTech supervisor linked bursaries were awarded to P Kgopana and S Lalloo.

Teaching and Learning

The envisaged new programme, Dip in Fashion Production, was approved by Faculty and Senate, and approval from the DHET is awaited. The content for the citizenship module, which is accommodated in several modules in both the diploma programmes, was developed and is ready for implementation in 2011.

The Department participated in several inter-faculty collaborative projects:

- Third and fourth year students of both the diploma programmes took part in Green Week
- The third year fashion students participated in a jewellery design project
- Second year fashion students collaborated with the commercial division of STH in the "Food and Mood" project.

Due to a bigger intake of first year students, tutors were appointed to assist staff in studio sessions (CLA11A1, CLA11B1, CLA22A1, CLA21B1, CLA33A1, CLA31B1, IPT11A1, IPT11B1, IPT22A1, IPT22B1, IPT33A1, IPT33B1). The Department hosted an entrepreneurship series this year aimed at providing students with expert insight into starting a business. Several speakers from the clothing industry and finance sectors took part in four presentations. The Department is increasingly developing CAD applications in its programmes and two staff members were sent for further training during the year.

Research

The Department failed to reach the target set for research output. Five members of staff are currently registered for postgraduate studies (three for MTech, two for PhD qualifications).

Three new masters students enrolled in MTech programmes, two proposals were accepted by the FRC and one MTech: Fashion student de-registered. A workshop was held in November to determine strengths and weaknesses of the masters programmes and decide on a way forward.

Objectives and results for 2010

OBJECTIVES	RESULTS
Diploma: Fashion Production	The programme was accepted by Faculty and Senate The structure of the curriculum was determined.
Inter-disciplinary projects	Three projects successfully completed
International links	No international links were established, however, national links and partnerships with industry were strengthened.
Maintain first year and BTech intake	First year intake exceeded the target of 50, BTech intake dropped.
Develop/strengthen research	Problems with quality of research proposals were experienced.
Community engagement	Three small community engagement projects were launched in the Department by the student body

Strategic objectives for 2011

Diploma: Fashion Production Develop curriculum, mode of delivery and identify competent staff to offer the individual modules Marketing of the programme
Teaching & Learning Participate in Phase 2 of the introduction to the UJ Teaching and Learning Philosophy Strengthen Teaching in Technology (CAD)
Inter-disciplinary projects Develop more collaborative projects.
Enrolment Stabilize undergraduate intake Review the selection process Strengthen the BTech intake
Research Build supervisory capacity in the department Assist staff who are busy with postgraduate studies Develop article writing capacity
Community Engagement Develop a community engagement project that is skills based and requires participation of the Department at various levels.

D Smal, Head of Department

DEPARTMENT OF GRAPHIC DESIGN

Compliance and risk management

The Department worked hard in 2010 to mitigate understaffing. Although hoping to make suitable appointments by half year, this goal was only reached by the end of the year when two full-time appointments were made. The late appointments meant that all staff took on extra teaching loads and responsibilities, which impacted negatively on some staff members' ability to produce research and delayed the curriculum development for the first year of the new BA Design programme. The eventual appointment of staff members was facilitated by the excellent support received from HR in 2010. In the absence of support for the Macintosh digital laboratories the management of the digital equipment was taken on by the HOD in 2010. With the appointment of new staff this task can be delegated to a more suitable staff member in 2011.

As in 2009, the risk of staff office environments leading to inefficiency and impaired ability to do research due to noise and temperature levels and overcrowding was addressed by allowing staff to work off-site when they requested this in 2010. Similar

to 2009, student studios were not yet conducive to best teaching practice due to noise and temperature levels. Studio areas remain unbearably hot in summer and extremely cold in winter with no improvement in sight despite numerous and continued requests and complaints over the past number of years.

Benchmarking

The Department appointed an equity staff member and is therefore currently comparable with regard to equity to other Departments with the same number of full-time staff. In comparison to other institutions offering the same qualification, the Department did fairly well in competitions and had one finalist at the Student Loerie Awards (CPUT and TUT each had one finalist) and receiving a silver and a merit award in the Thinkahead competition.

2010 Strategic thrusts and achievements

Most of the strategic thrusts for 2010 were addressed successfully during 2010. This was despite the fact that the Department had to function for most of the academic year without two full-time staff members. With regard to staff qualifications, two staff members graduate with cum laude MA's, one staff member completed a DLitt et Phil study and four staff members completed digital training as planned. The table below indicates the planned and achieved research and creative production outputs for the year.

Description	Planned	Achieved
Submit article to accredited journal	3	1
Submit article to FADA research newsletter	1	2
Deliver seminar	3	2
Creative production: Exhibition	3	1
Enrolled for further study	1	1
Curating staff exhibition	0	1
Conference Proceedings	0	2

The Department continued on its quest for excellence in teaching & learning, and to this end, worked closely with CPASD to roll out the UJ Teaching and Learning Philosophy in its current and planned programmes. A number of workshops were held and documentation developed to direct the Department's efforts in this regard. The FADA Creative Teaching & Learning Forum was co-ordinated by a staff member. A number of the planned multi- & interdisciplinary opportunities were realised, including the second year packaging design project in conjunction with the Food Technology Department in the Faculty of Management, the BTech interactive project in conjunction with FADA Multimedia Department, advertising project in conjunction with the UJ Department of Strategic Communication and Green Week. Unfortunately an envisioned branding project in conjunction with UJ Community Engagement could not be realised as no suitable project could be identified. However, the second and third years participated very successfully in a poster design competition in conjunction with the HIV/AIDS office.

The annual industry lecture series was again instrumental in providing valuable feedback from industry about our course. Module feedback forms completed by students for all modules at half and end of year overall expressed high levels of satisfaction. Throughput and pass rate for first years was 80% and above, 5% more

than the target set by the Department for itself. All other years had throughput and pass rates of between 86% and 100%, the target set was 80%-85%.

Strategies, objectives and targets for 2011

Excellence in teaching and learning

- Technology-enriched teaching & learning: EdulinkNextGen, technology in BA Design
- Incorporation of citizenship and community engagement in a number of teaching units on all year levels
- Collaborations: Multimedia, Food Technology and School of Communication, UJ HIV/AIDS Centre
- Roll-out of UJ teaching and learning philosophy
- Development of second and third year of BA curricula
- Development of BA Honours programme

Student recruitment & retention

- Year 1: 52 students, pass rate 80% or higher
- Year 2: 43 students, pass rate 85% or higher
- Year 3: 35 students, pass rate 85% or higher
- BTech: 15 students, pass rate 90% or higher

Staff qualifications & development

- Graduate Doctorate: D Pretorius
- Graduate Masters: S Sooklal
- Register for PhD: B Gray
- Orientation Workshop: S Sooklal, C van Zyl
- EdulinkNextGen: All staff

Research & creative production

- Accredited journal articles: 5 articles
- Conference proceeding : 1 paper
- Curating exhibition: 1 exhibition
- Participate in staff exhibition: All staff
- Design projects: 2 projects

Operational efficiency and facilities

- Development of studio B digital studio by upgrading software and purchasing new computers
- Assign staff member to oversee digital equipment and facilities.

D Pretorius, Head of Department

DEPARTMENT OF INDUSTRIAL DESIGN

The Department of Industrial Design is recognised amongst South African industrial design academics and professionals as the premier institution for industrial design education in South Africa. The Department has an excellent reputation amongst the various industries employing industrial design graduates. This can be seen through the reaction of industrial design academics, professionals and related industry specialists to the student work during informal visits; part time lecturer contact and feedback on the quality of the programme; from discussions with professionals at the two portfolio assessment and moderations and from the positive reaction from industrial design professionals at the end of year exhibition.

The Department continues to perform well in terms of the quality of students graduating from the programmes who are highly sought after in consultancies and the various manufacturing industries. The Department's successes can be attributed to several factors: the rigour and continued development of the student selection procedures; that the programmes remain generalist in nature and expose students to all aspects of industrial design and product development; a strong and direct link to professional industrial designers and their participation in the programmes; and the commitment of staff to high quality teaching and learning and the ongoing refinement, development and quest for relevance in programmes and modules.

The Department faces a number risks including the quality of student academic writing, student engagement with theory and the low number of MTech applicants. The Department is looking at ways to assist enrolling students adjust to the rigours of tertiary education and makes every attempt to remediate specific gaps in the students' abilities to read, write and research. The Department is in contact with PsyCAD and the Campus Learning Centre to assist students in this area. In the second semester of 2010 the Department was granted additional budget by the FADA Dean to employ an academic support specialist to help struggling students. This system of direct assistance was very successful and the Department intends to employ an academic support specialist for the full academic year in 2011.

The developments made in the BTech programme over the past two years have created a better bridge between the BTech and the MTech programmes. As a result of these developments, one of the 2010 BTech graduates has applied for and been accepted into the MTech programme for 2011 on the strength of his BTech major project and mini dissertation. The Department will continue to develop systems to further encourage enrolment in the MTech programme. These will include offering part-time employment to MTech students to subsidise their studies, and the introduction of research projects to earlier year groups to inform these students of the potential and importance of academic research.

The strategic thrusts for 2010 included: to have at least two accredited articles published by academic staff members; to showcase at least two staff members' creative output at the FADA Staff Exhibition; to continue to seek out and participate in design for development projects / projects for the other 90%; to develop and have approved the Bachelor of Art in Design: Industrial Design programme to be offered in 2012; to continue to purchase equipment for the rapid prototype centre; to employ a technician who is able to run and manage the department rapid prototype centre; to join the ICSID as an Education Partner in 2010 and through this partnership develop stronger relationships with international institutions for lecturer / student exchange, and research project collaboration; to complete two UJ teaching assessments for each of the academic staff members; to ensure the department three main ethos's become a key component of the departments teaching and learning: green/sustainable design, designing for the other 90%/design for development and the inclusion of a user centred design process across all years; to reinstitute ID.25 electronic magazine and through this mechanism inform students and industry of projects, research initiatives, showcase work and discuss programme plans, and complete surveys where necessary; to market the programme internationally through department exposure in international magazines, international competitions and on international websites; and to host an IP Workshop for industrial design professionals and industry partners.

The Department addressed these strategic thrusts by: two academic articles have been completed, but have not yet been published; no FADA Staff Exhibition was held in 2010; students completed four projects in the area of Design for Development and

the Department is engaged in helping develop the Design for Social Development strategic initiative in the Faculty; the BA Industrial Design degree was approved at Faculty and institutional level and the department awaits DHET approval; a workshop technician was employed in June 2010 who has made a substantial impact in the workshop and has shown keen interest in developing rapid prototyping facilities further; the Department was unable to join ICSID as an Education Partner in 2010 because the budget applied for to pay this membership was reduced by 50%; all full time academics completed teaching evaluations for all their teaching modules, the principles of user centred design, sustainable development and design for development have been integrated into most of the modules in the programmes; although the ID.25 was not reinstituted in 2010, the department now has a Facebook page and similar communication will take place in this format; and unfortunately the IP Workshop proposed in 2010 did not occur.

The Department would like to acknowledge the hard work done on its behalf by the FADA Faculty Administration. The Faculty has implemented a system of assigning and centralising specific administrative tasks to members of the Faculty Administration. This approach helps to reduce the amount of ever growing administrative demands made on academic staff members by the university.

The following strategic objectives have been identified for 2010:

- To develop academic writing and research ability in the undergraduate programmes
- To seek projects with other faculties and departments in the university
- To have at least two articles published in accredited journals
- To continue to be involved in Design for Social Development projects
- To complete projects for the SeTAR Centre
- To complete learning guides and teaching strategies for the BA Industrial Design for the 2012 launch
- To join the ICSID as an Education Partner in 2010 and through this partnership develop stronger relationships with international institutions for lecturer / student exchange, and research project collaboration
- To complete module evaluations for the NDip and BTech programmes
- To seek external and internal funding for research and further development of the department's facilities
- To publish case studies, project successes and project research processes on the department webpage
- To begin work on a Postgraduate Diploma in Industrial Design to attract engineers, architects, other design fields and business graduates to the field
- To increase the number of MTech students enrolling in the programme
- To complete projects at all year levels in the newly acquired ceramics studio.

C Bradnum, Head of Department

DEPARTMENT OF INTERIOR DESIGN

Departmental performance in 2010 and targets for 2011

National Diploma and Bachelor of Technology results

The average throughput rate for the first year results improved significantly. In 2009 the throughput rate for first year was 76%, which was a drop of 13% from 2008. The first year throughput rate for 2010 has been restored to its previous performance level of 88%. A similar increase can be noted in the overall throughput rate in second year that has increased from 83% in 2009 to 85% in 2010 whilst the third year performance has dropped slightly from an exceptionally high throughput rate of 96%

(in 2009) to 93% in 2010. The average throughput rate for the National Diploma was 87% and reflects an overall increase in comparison to the 2009 results.

The BTech results also show an excellent increase in the overall throughput rate when compared to the 2009 results. In 2009 the average throughput rate was 80% which increased with 14% in 2010 to a throughput rate of 94%. The below par performance of students in the module Interior Design Technology 4, was well managed and resulted in an increase in the throughput rate from 56% in 2009 to 94% in 2010.

The Department intends to maintain excellent student performance by continuing the process of quality management and early identification of high risk students in 2011.

Enrolments in undergraduate and postgraduate programmes in 2010 and 2011

Registration figures indicate that a total of 130 students were enrolled for the NDip and BTech programmes in 2010. An increase in first time enrolments for the NDip is planned for 2011 when the aim is to take 50 first year students into the programme which will push the first year facilities to maximum capacity.

The BTech student numbers indicated a significant growth to a maximum capacity of 15 students in 2010 and this class size will be maintained in 2011. It has been noted that very few equity students apply for the BTech programme. This is of great concern to the Department as it impacts on the number of equity candidates that exist into industry. The Department will investigate possible marketing strategies to address this matter in 2011.

The MTech enrolment increased with one student and a further increase is expected in 2011 to a total of five registered students. Although supervisory capacity is limited in the Department, there has been growing research experience over the past three years which will assist in managing the increase in postgraduate student numbers. Two MTech students aim to submit their dissertations for final assessment in 2011.

Graduate output for 2010

A total of 25 students will be awarded their National Diploma qualifications at the March graduation ceremony. Due to the substantial increase in the fourth year class, 17 students will be awarded a BTech qualification.

Research output produced in 2010

A conference proceeding was published in 2010.

Risk management

Challenges related to the improvement of staff qualification

Three of the six full-time staff members will continue to take part in the staff qualification project in 2011. Progress remains slow for two staff members with one staff member showing excellent progress. In 2011 four of the six staff members will be engaged in postgraduate studies. Although this will improve the profile, knowledge and skill within the Department, this situation has a negative impact on the current performance and work environment of the academics. They experience high levels of stress and anxiety when work pressure increases. One staff member has been granted sabbatical leave in the first semester of 2011 and although lecture relief funding is provided by the University, it took substantial time and effort to allocate a part-time lecturer to replace her lecturing responsibilities.

Upkeep and management of computer facilities in the Department

A lecturer is sacrificing personal time and energy to manage the facilities, which is impacting on the progress that he makes with his postgraduate studies. University support staff to manage facilities was not available as promised. Additional assistance needs to be identified to assist in the upkeep and maintenance of the computer facilities.

A Breytenbach, Head of Department

DEPARTMENT OF JEWELLERY AND CERAMIC DESIGN

Departmental performance and compliance

The phasing out of the ceramic programmes was a poignant moment in the history of the Faculty, nonetheless, the history and important contributions of ceramic programmes was highlighted in an exit exhibition, *Ceramics, Alumni UJ: end of an era (1966-2010)*. The senior ceramic lecturer E Hön has joined the Jewellery Department. The increase in the appointment of permanent staff members, that is, E Hön and F Nazier, has positively influenced the rates of student performance and satisfaction.

Although the overall student performance complies with the Faculty targets of between 80 and 85%, the drop in the student performance in first year modules was noted and will be monitored in 2011. With great difficulty, the Department met the enrolment targets for the diploma programme, but only met 75% of the projected figures for the BTech programme. The decrease in the BTech applications was the end result of a lack of capacity in the students exiting the diploma programme in 2010.

Risk management

Student recruitment and the projected enrolment for the Department were problematic with regards to a decrease in first year and BTech applications. The Department together with the marketing liaison officer implemented a strategic marketing plan that targeted strategic profile building platforms.

Achievements

The jewellery industry provides ample opportunities for departments to showcase excellence in jewellery manufacture and design. Students across the programmes participated in the *De Beers- Shining Light* competition and received two nominations for manufacture. An award was also received for the *PlatAfrika Jewellery Design and Manufacture Competition Platinum Predictions* for the best use of unusual materials in a student category. The Department consolidated a community partnership with Carola Ross and Associates that benefited the Department. Students received a commended award, three merit awards, five achievement awards and an overall winner. The Department and the institution received extensive media coverage with regards to this project.

Benchmarking

There were a few important opportunities to benchmark the Department. The International Jewellery Expo, Jewelllex, provides a platform for all similar departments and programmes in higher education to showcase their programmes. The Department participated in this event and was afforded the opportunity and access to compare unit outcomes in Jewellery Design and Manufacture at diploma and BTech levels with other institutions. External moderation, serving on advisory bodies of

similar departments and programmes, and the establishment of the Department's Advisory Committee allowed for further opportunities to benchmark programmes.

2010 Strategic thrusts

Growth: Student Recruitment and Retention

Funding bodies such as, the National Arts Council (NAC), Mining Qualifications Authority (MQA) and were identified and successfully rendered financial assistance to students in the Department. A marketing strategy was implemented for participation in profile building initiatives.

Industry Partnerships: Entrenchment and Consolidation/Profile Building

The Department established an Advisory Committee that is widely represented by the major mining houses and industry stakeholders. These included Anglo-Gold, Anglo-Platinum, Jewellery Council, Diamond Council, Ishikova Publishers, Mining Qualification Association, Tshwane University of Technology, Contemporary Jewellers and Thuhuka, the community based project.

Strategies objectives and targets for 2011

Student Recruitment and Retention

An intensive marketing proposal and complete commitment to marketing initiatives by the Department will be implemented to address difficulties experienced in realising the enrolment plan for 2011. The projected figures are:

First year	20
Second Year	18
Third Year	12
B-Tech	8

Research and Development

This has been identified as an area for growth since a research culture had previously not been established in the Department. With a larger compliment of permanent staff, the projected deliverables of research outputs are:

Articles (3)

Conference Proceeding (2)

In addition to research activities, staff will also work towards upgrading their qualifications.

Community Engagement/ Interdisciplinary Projects

Over the past four years the Department as achieved growing success with the Thuthuka Community project. This project has afforded the Department invaluable marketing and profile building opportunities. The partnership for 2011 will include collaboration with prolific contemporary designers, increased stakeholder participation and integration of projects with Interior Design and Fashion Design. The collaboration with the Fashion Department will be reviewed to evaluate past interdisciplinary projects with the intention of strengthening future undertakings.

Differentiation and profile building

The Department has resolved to commit and actively engage in all the existing marketing opportunities such as the Student Talks, Information Day and Open Day.

J Ramgolam, Head of Department

DEPARTMENT OF MULTIMEDIA DESIGN

Departmental management and programme administration were facilitated by a weekly departmental meeting where planning and implementation were guided by a carefully adhered to agenda and minutes. A significant growth in student numbers and a conservative staff budget have placed pressure on the existing staff. A new post was advertised and offered to a designated candidate who turned down the offer at the start of the year. No suitable candidates were subsequently found and the post had to be filled by part-time staff. After an extensive head hunting exercise, 23 applications with a good demographic mix were received for two posts. Eight applicants were invited for interviews which were scheduled for January 2011.

Achievements in the Department were evidenced by the quality of good portfolios produced for the end of year moderation and the end of year student exhibition where a range of industry standard music video edits, interactive designs, animations and photography were shown. Moderators provided positive responses in their reports. Two BTech students, Ndumisa Nyoni and Kefiloe Tshabalala were recipients of the Design Indaba emerging creatives programme held in Cape Town and their work was also selected for the Design Indaba Design Showcase 2010. Benchmarking comparisons of final portfolios from programmes in BA Digital Arts at Witwatersrand University and BA Multimedia at Greenside Design Centre reflected positively on the standard of work in the Department.

Risk management in the department is a regular item at weekly departmental meetings. Conditions in teaching environments fluctuate with ventilation being a problem all year with not enough fresh air. The computer studios are very cold in winter and too hot in summer. The Department has continually reported these environmental conditions and has had to manage the extreme weather conditions in the meantime by opening doors and windows during the summer and keeping them closed during the winter. The Department has purchased four large industrial quality fans to assist with the circulation of air. Students are encouraged to drink water regularly and to break from the computers every forty five minutes. Computer equipment is regularly maintained and virus management in laboratories is under control. Digital equipment is stored in a secure environment and supervised by the technical lecturer who manages a student booking system for equipment use. At risk students are discussed and monitored at weekly departmental meetings.

The Department increased student numbers from 135 in 2009 to 150 in 2010 with a demographic of 75% black students in 2010. The international student profile remained fairly static but did see students from Namibia, Zimbabwe and the DRC adding a healthy mix to student groups. Class sizes were limited to the number of computer seats in the labs and contact hours were scaled accordingly. Throughput averaged at 86% and the pass rate averaged at 91%. A thrust in teaching and learning saw interaction design develop further with emphasis placed on design thinking in a time of super-complexity and design for new technologies. Here theory became more embedded in practice and a critical research focus was established as part of the design process. Promotion of and sustaining excellence in teaching was evidenced in well considered briefs and learning guides for 2010 that stressed relevant content that was regularly tested through industry collaboration and in the public domain. Quality assurance mechanisms and active development of innovative teaching and learning practices were supported by the Department's active contributions in the FADA Teaching and Learning Forum. There were a number of

alumni workshop presentations during the year for students, where presentations dealt largely with the transition from student to designer in the workplace.

Staff qualifications were upgraded with one member of staff obtaining his master's qualification and another making good progress with his studies. All staff members were active in the creative domain, but converting these achievements into accredited research outputs was found to be lacking.

Strategies and objectives for 2011 are to increase the reputation of the Department through active marketing of the practice-based research activities and teaching and learning initiatives already in place. A plan to support staff members that are active in practice to convert their initiatives into accredited outcomes will be developed. Teaching and learning strategies will see the continued development of design thinking, particularly in interaction design where issues of positive user experience design, digital way-finding, time based information design and digital photography image manipulation have been identified as the focus areas. A number of student projects will consider community engagement where design for social development is practiced in solution driven communication projects. The staff profile will change significantly as two new permanent posts are to be filled in early 2011, bringing the total permanent staff to four. Resources for 2011 should improve with a major upgrade of graphic and video computers in the PC studio/labs, camera equipment and photographic studio are to be upgraded and operating systems and software will be upgraded to the latest version.

The Department will continue to aspire to the sustainable development of a vibrant community of teachers, scholars and creative practitioners who remain responsive to societal and profession imperatives and to grow a unique and distinctive identity and position in South African visual culture and the tertiary landscape.

M Edwards, Head of Department

DEPARTMENT OF VISUAL ART

During the year under review, the Visual Art Department pursued the following thrusts in strategic alignment with the University:

- **Teaching:** to provide quality education in terms of the three undergraduate and post-graduate programmes in Fine Art. The approach to art-making is in keeping with national and international best-practice in visual art.
- **Research:** to conduct socially relevant research that informs the practice of teaching & learning. The Department encouraged an ethos of quality research and creative production across its academic programmes.
- **Community engagement:** to promote civic awareness among students that is reflective and enabling in terms of social redress. This is achieved through critical visual challenges embedded in the curriculum.
- **Exhibitions:** to consciously promote industry standards among students through active participation in at least one public exhibition.
- **Operational relevance & efficiency:** to enable the optimum deployment of human and material resources in order to meet the demands of the academic and support programmes.

Pursuant to its mission, the Department complied fully with institutional requirements pertaining to teaching & learning, research and risk management amongst others. This was achieved through aligning its internal strategies with the policies of the Faculty and the University. In the process, the system of regular staff meetings,

evaluations, performance management and student feedback to teaching and learning, provided invaluable opportunities for the staff to promote new approaches to teaching and engage in remedial action to mitigate against academic risk. In this regard, the following indicators exist in terms of overall academic performance.

Academic Performance

Generally, the Department has well exceeded the target of 80% success rates in almost all of its modules from first to fourth year. In the four undergraduate modules where the throughput rate dipped slightly below the median, this was attributed to the cohort of first year students who were widely recognised as generally academically-challenged. Despite persistent attempts at remediation, the students failed to meet the requirements of the programme. This risk was identified and attended to in terms of devising more stringent admission criteria for future use. In 13 of the 21 modules examined, the students achieved 100% throughput & success rates. The following success rates are noted:

First Year	95%
Second Year	97%
Third Year	100% (22 NDiploma students will graduate in 2011)
BTech	91% (10 BTech students will graduate in 2011)
MTech	Two students graduated (1cum laude). Four students completed their studies (1cum laude) and will graduate in 2011.

Benchmarking

In comparison with other departments of Fine Art where notable deficiencies in black student enrolment exist, for example at two institutions in Pretoria, the Department's student profile reflects the following demographic: the student community comprised 86 students of which 51% were black, 47% white and 2% coloured students across the three programmes. The Department actively supports social redress and offers access to students across the socio-economic spectrum. However, in terms of the Visual Art PQM compared with programmes offered at other universities of technology, the department rates highly in terms of applying the following curricular focus:

- **NDip (Fine Art):** promote the conceptual, technical and critical interpretive skills appropriate to particular professional contexts.
- **BTech(Fine Art):** Promote innovative, self-motivated, independent, critical creative work and research in terms of the requirements of the visual-cultural industries.
- **MTech(Fine Art):** Promote advanced independent research in respect of theory and creative practice.

In comparison with other universities of technology, there are many similarities in terms of the first year enrolment, namely, lack of adequate academic progress and calibre of students selected. Our MTech programme is comparatively more successful especially in terms of the almost 100% success rate, in relation to similar programmes within the Faculty.

Strategies and objectives/targets for 2011

The Department has successfully met the University's requirement for the academic staff to have masters' degrees. In addition, two senior members of staff are in the process of completing their PhDs (1 in 2011 and the other in 2012). An academic

post has been advertised and it is envisaged that an appointment will be made by April 2011. The following targets have been prioritised for 2011:

- Quality teaching: continue to implement UJ Thrust 1 across all three programmes i.e., teaching, research & social relevance
- Academic development & support: At undergraduate level, to identify risks, implement corrective action, monitor performance and remediate appropriately
- Research: In accordance with UJ Thrusts, promote research in identity and social relevance
- Community-based Research: A senior member of staff has received NRF funding to pursue CBR in 2011
- Improve the first year student recruitment initiative in order to achieve better calibre students
- Graduate supervision: Continue to build capacity among staff
- Promote staff research
- Present three symposia:
 - Symposium 1: Focus on assessment practices at MTech level.
 - Symposium 2: Drawing workshop presented by Dianne Victor in collaboration with the UJ Gallery.
 - Symposium 3: 2nd Art Educator's forum on drawing education.

V Nanackchand, Head of Department

ACADEMIC ADMINISTRATION

Faculty Administration fulfils diverse functions which are evidenced by the myriad of activities in which it engages. Three full time staff members administered the life cycle of students registered in eight academic departments and 26 programmes in the Faculty of Art, Design and Architecture. In 2010 the strategic target was for Faculty Administration @ FADA to consolidate its position as a strong administrative faculty in the University. Staff members retained a commitment to deliver a quality service to staff and students in the execution and improvement of functions, focusing on data quality and working more effectively with resources. An extended physical facility to the administration office, including a dedicated computer area where students have access to the student portal and online registration was developed to achieve this objective. A 0% tolerance for administration mistakes proved that staff commitment delivered positive results.

Student applications increased in 2010. The establishment of the Student Enrolment Centre and the ImageNow system to ensure the flow of applications through the University enabled faculty administration to focus on cross-functional communication. This is an area that needs to be improved in 2011. The Faculty continued to work closely with central administration in conducting evaluations of services delivered. This collaboration ensured systematic feedback that enabled the Faculty to develop improvement plans.

Administration conducted two significant workshops custom made for administrative staff during the year.

L Hollander, Head of Academic Administration

APPENDIX 2: PART-TIME STAFF PROFILE 2011

Detailed report of part-time employees

Surname & Initials	Qualification	Nature of appointment	Hours
Architecture			
Aphane M R	M Arch (Prof)	Lecturer	252
Baron P	BA Hons	Guest Lecturer	6
Botes R	NDip Graphic Design	Tutor	41
Botes R	NDip Graphic Design	Student Assistant	140
Burger L J	ML Prof	Lecturer	6
Chapman T P	M Arch (Prof)	Lecturer	196
Cretney S	BTech Architectural Technology: Management	Lecturer	224
Dodd H M	M Arch	Lecturer	23
ECouto A S C B	BTech Architectural Technology	Lecturer	100
Green S	BTech Architectural Technology: Management	Lecturer	150
Hendriks D M	B Arch	Lecturer	176
Horzook O	BTech Architectural Design: Applied Design	Lecturer	16
Kruger L E	B Hons Interior Architecture	Lecturer	4
Makhubu A	BTech Architectural Technology: Applied Design	Other (Demi)	168
Manshon J K	BTech Architectural Technology	Lecturer	100
Minty R	Med CICI's in Education	Lecturer	20
Mitoumba Tindy H	MA English	Lecturer	280
Morgado C F	MA Arch (Prof)	Lecturer	21
Muller P J	Pr.S Arch	Lecturer	65
Murray A S C	BTech Applied Design Architecture	Other (Demi)	6
Pillan S J	BTech Architectural Technology: Applied Design	Lecturer	700
Rebeiro J	B Arch	Lecturer	116
Scott S	BCom Finance: PGCE	Tutor	20
Shongwe V	MA	Lecturer	151
Tressel A	BTech Arch Prof	Lecturer	84
Van Rooyen J M	ML (Prof)	Lecturer	224
Western T J	NHD: Radio Engineering	CAD Lab Manager	Not Specified
Wright E	M Arch (Prof)	Lecturer	669
Fashion Design			
Aoun M L	B Com Sc Degree	Guest Speaker	2
Baloyi T	BTech Fashion	Lecturer	80
Baloyi T	BTech Fashion	Tutor	Not specified

Bolton M	MTech Industrial Design	System Support (IT)	6
Campher I	BTech Clothing Management	Lecturer	420
Goodbrand C	BTech Fashion	Tutor	60
Janse van Vuuren J	BTech Fashion	Lecturer	90
Lalloo S	MTech	Lecturer	168
Louw E	NDip Fashion Design	Lecturer	72
Lucking J	BTech Fashion	Lecturer	280
Mchunu K J	NDip Fashion Design	Tutor	424
Nascimento C R	NDip Fashion Design	Tutor	452
Van Rensburg B	NDip Clothing Management	Tutor	584
Graphic Design			
Aitken H	BA (BK) Hons	Lecturer	36
Aylmer M	NDip Graphic Design	Lecturer	558
Botes R	NDip Graphic Design	Tutor	17
Bower N	NDip Graphic Design	Lecturer	45
Day M	Not specified	Model	35
Du Plessis J	BA Publishing Degree	Lecturer	9
Groenewald M	MA Information Design	Editor: MTech	Not specified
Guliwe M T	NDip Graphic Design	Tutor	17
Haahjem S	HDip	Lecturer	140
Jovanovic J	BTech Graphic Design	Lecturer	27
Khumalo S L	Standard 9	Model	105
Kleinloog A	B Soc Sci / BA Interior Design	Lecturer	180
Marriott B	BA Fine Arts Hons	Lecturer	36
Monzeglio A J	NDip Graphic Design	Tutor	17
Nesbitt N D	BTech Graphic Design	Lecturer	99
Oberholster G A	NDip Graphic Design	Tutor	24
Rehbock R I	LLB	Lecturer	165
Schutte H	BA & Postgrad Diploma	Lecture	27
Shoulder P J	BA Hons / HDip Ed	Lecturer	224
Stone R	Matric	Lecturer	27
Titlestad L J	BAFA	Lecturer	166
Toselli R	Matric	Student Assistant	36
Van der Merwe M-L	BTech Graphic Design	Tutor	24
Venter L	NDip Graphic Design; 2 nd yr	Tutor	17
Zimu L N	NDip Graphic Design	Student Assistant	90
Industrial Design			
Bolton M	MTech Industrial Design	Lecturer	340

Brand K G	Not specified	Tutor	149
Campbell A	MTech Industrial Design	Lecturer	60
Du Plessis P J	MTech Industrial Design	Lecturer	304
Harris C J	NDip Three Dimensional Design	Tutor	200
Khumalo S L	Standard 9	Model	3
Malan C P N	PhD	Lecturer	60
Rehbock R I	LLB	Lecturer	300
Titlestad L J	BAFA	Lecturer	55
Interior Design			
Bolton M	MTech Industrial Design	Lecturer	126
Del-Frate D M	BTech Interior Design	Lecturer	54
Harris V	Degree Interior Design	Lecturer	231
Khumalo S L	Standard 9	Model	34
Titlestad L J	BAFA	Lecturer	403
Van den Berg M M	M Arch	Lecturer	160
Whalley C L	NDip Interior Design	Student Assistant	40
Whines A R	NDip Interior Design	Lecturer	60
Jewellery & Ceramic Design			
Burroughs D	Not specified	Student Assistant	9
Coetzee L-A	Graduate Gemologist	Lecturer	4
De Klerk N T	Matric	Lecturer	36
Els C	BTech Jewellery Design and Manufacture	Technician	155
Essa H B	BTech Jewellery Design and Manufacture	Lecturer	140
Harper C S	NDip Jewellery Design and Manufacture	Tutor	160
Kapo T O	Not specified	Lecturer	562
Mametja R J	Not specified	Student Assistant	40
Minter J P	NDip Jewellery Design and Manufacture	Student Assistant	160
Nel E	Dip. Graphic Design	Lecturer	32
Nel M	BTech Jewellery Design	Lecturer	Not specified
Niehaus K	Not specified	Student Assistant	11
Senekal M	BTech Jewellery Design and Manufacture	Lecturer	23
Shirley J	BTech Ceramic Design	Lecture	344
Swanepoel D G	NDip Jewellery Design and Manufacture	Lecturer	558
Taylor A V	BTech Ceramic Design	Lecturer	84

Ueckermann H	MA in Business Leadership	Lecturer	224
Van der Walt	BTech Graphic Design	Lecturer	48
Van Tonder M	BA BK	Lecturer	102
Visser K	Matric	Student Assistant	40
Multimedia			
Day M	Not specified	Model	24
De Sousa N C	NDip Multimedia	Tutor	48
Goodman M D	MA	Lecturer	9
Haahjem s	HDip	Lecturer	6
Hobbs J R	BA & PG Dip Marketing and Advertising	Lecturer	42
Kearney S	BA Hons	Lecturer	82
Khumalo S L	Standard 9	Model	30
Lefebure J-M	NDip Multimedia	Tutor	10
Mogawan R	MTech Fine Art	Lecturer	112
Murray T	Matric	Tutor	56
Nyoni N	Cambridge "A" Level	Tutor	4
Pahl I E	MA Fine Art	Lecturer	Not specified
Pater D L	BTech Multimedia	Lecturer	Not specified
Stanley-Adams M	Matric	Technical	Not specified
Tshabalala K G	Matric	Tutor	125
Research Office			
Allan K L	BA (Hons) History of Art	Lecturer	247
Basel K	MAFA	Lecturer	227
Cook S	MA Art History	Lecturer	364
Magowan R	MTech Fine Art	Lecturer	280
Munro A J	PhD in Theatre	Guest Lecturer	12
Visual Art			
Allan K L	BA (Hons) History of Art	Lecturer	203
Basel K	MAFA	Lecturer	192
Cleaver R	MTech Fine Art	Lecturer	281
Cleaver R	MTech Fine Art	Curator	Not specified
Cleaver R	MTech Fine Art	Research Assistant	48
Cook S	MA Art History	Lecturer	74
Froud G	MTech	Lecturer	Not specified
Khumalo S L	Standard 9	Model	38
Lenhoff D D	Matric	Model	25
Marais M	MDip Tech	Lecturer	109
Masekela A L	NDip Multimedia	Lecturer	212

Nkosi T N	MAFA	Lecturer	80
Sassen R J	MA History of Art	Lecturer	52
Titlestad L J	BAFA	Lecturer	113
Vari C M	MAFA	Lecturer	82
Von Scha M	BA	Researcher	400
Dean's Office: Tuition			
Basel K	MAFA	Lecturer	48
Haahjem S	HDip	Lecturer	30
Kruger L E	B (Hons) Interior Design	Lecturer	15
Marais M	MDip Tech	Lecturer	54
Munro A J	PhD in Theatre	Guest Lecturer	5
Pahl I E	MA Fine Art	Lecturer	30
Titlestad L J	BAFA	Lecturer	64
Louw E	NDip Fashion Design	Tutor	60
Msimango D	BA Psychology	Tutor	250
Seane S L	BA Politics	Tutor	208
Dean's Office: Student Assistance			
Botes R	NDip Graphic Design	Student Assistant	100
Geldenhuys A J	NDip	Student Assistant	18
Kedijang S	NDip Public Relations and Communication	Student Assistant	400
Makhubu T	NDip	Student Assistant	40
Mchunu K	NDip Fashion Design	Student Assistant	20
Mncube B J-A	NDip Public Relations and Communications	Student Assistant	260
Mthimkulu S-L	NDip Graphic Design	Student Assistant	20
Nanise Z	NDip Visual Art	Student Assistant	12
Nkhoma L	National Certificate Sports Administration	Student Assistant	20
Dean's Office: Other			
Cleaver R	MTech Fine Art	Gallery Curator	50
Goodman R A	Samtrac: Health & Safety	Admin Assistant	304
Lubbe G	BSc Computer Science	Data Capturing	362
Shabalala S A	Grade 12	Beverage Assistant	Not specified
Whalley C L	NDip Interior Design	FADA Space Audit	35
Dean's Office: Academic Administration			
Botes R	NDip Graphic Design	Student Assistant	120
Louw J V	NDip Clothing Management	Student Assistant	184
Mbuyisa T S	NDip Multimedia 2 nd yr	Student Assistant	248

Mthimkulu S-L	NDip Graphic Design	Student Assistant	120
Scott S	BCom Finance: PGCE	Student Assistant	1050
Dean's Office: Marketing			
Botes R	NDip Graphic Design	Student Assistant	40
Boverhoff M	NDip Jewellery Design and Manufacture	Student Assistant	24
Burger S W	NDip Multimedia	Student Assistant	120
Mailula T E	Matric	Student Assistant	8
Mametja R	NDip Jewellery Design and Manufacture	Student Assistant	25
Mncube B J-A	NDip Public Relations and Communications	Student Assistant	800
Scott S	BCom Finance: PGCE	Student Assistant	40
Shiviti N	NDip Ceramic Design	Student Assistant	120

APPENDIX 3: 2011 DEPARTMENTAL TRAINING AND DEVELOPMENT PLANS

Fashion
Software Lectra training Research capacity building Article writing: mentors for individual staff identified and possible article writing workshop during the year Postgraduate supervision Training and workshops as planned by Postgraduate Centre Teaching and Learning T&L Philosophy roll-out, Department is earmarked to take part in phase 2, workshops to be planned in 2011 Academic qualifications Continual encouragement and assistance to staff to attend SQP workshops Two members to develop proposals for doctoral studies
Graphic Design
Software Dreamweaver Advanced Excel EduLinkNextGeneration Digital skills training Teaching and learning Orientation for new lecturers Assessors training UJ systems As applicable
Industrial Design
Software Technical and academic staff will attend CAD and CAM software training in 2011 Postgraduate supervision Development of lecturers' ability to supervise postgraduate students Research capacity. Development of lecturers' ability to write and submit research articles for peer reviewed journals Academic qualifications Two members to develop proposals and enrol for doctorate studies
Interior Design
Academic qualifications One member to develop doctoral proposal and attend appropriate workshops One member to complete master's study Three members to register for SQP and submit proposals Research capacity One member to attend workshops to improve his understanding of practice base research and creative output
Jewellery and Ceramic Design
Software Rhino 1 and Rhino 2 Photoshop
Multimedia

Academic qualifications

Development of doctoral proposals by three members of staff

Postgraduate supervision

Attendance of UJ staff development workshops that focus on supervisor training and supervising academic writing

Visual Art**Academic qualifications**

Two doctoral studies to be completed

Two doctoral proposals to be developed

Postgraduate assessment

Four members of staff to attend postgraduate assessment workshops

Teaching and learning

Development of teaching competencies

CPASD module evaluation workshop

Academic Administration**Service orientation**

Continue to develop engaged employees to drive people orientated strategy. Theoretical knowledge and practical tools required include :

- Framework and tools for developing a sustainable culture of engagement
- Practical steps to creating a connection with people
- Communication
- Creating sustainable engagement

Self-leadership

Relevant themes will be identified

UJ systems

As applicable

APPENDIX 4: MODULE SUCCESS RATE

2010	Course Registrations	Course Passes	Success Rate
DEP OF ARCHITECTURE			
Applied Building Science 1	75	37	49%
Architectural Design 4	19	18	95%
Architectural Digital Technology 4	17	17	100%
Architectural Management 4	26	19	73%
Architectural Practice 2	53	48	91%
Building Services 3	39	34	87%
Communication 1	70	43	61%
Computer Aided Draughting 3	43	40	93%
Computer Applications 1	65	33	51%
Computer Applications 4	24	18	75%
Construction and Detailing 1	77	56	73%
Construction and Detailing 2	56	42	75%
Construction and Detailing 3	43	37	86%
Construction and Detailing 4	19	18	95%
History And Appreciation of Architecture 1	67	49	73%
Housing 4	16	14	88%
Office Practice 3	38	38	100%
Office Practice 4	27	22	81%
Practical Studies 2	53	44	83%
Presentation 1	68	44	65%
Principles of Architectural Design 3	46	39	85%
Principles of Urban Design 4	17	16	94%
Studio Work 1	75	31	41%
Studio Work 2	52	43	83%
Studio Work 3	43	37	86%
Survey and Landscaping 3	42	38	90%
Theory of Design 4	17	17	100%
Urban Policy Studies 4	15	13	87%
DEP OF FASHION			
Business Studies 4	3	2	67%
Business Studies 1	24	22	92%
Business Studies 2	36	35	97%
Business Studies 3	15	14	93%
Business Studies 4	3	3	100%
Communication and Human Resources 1	46	33	72%
Computer Pattern Making 2	39	32	82%
Computer Pattern Making 3	33	31	94%
Computer Studies 1	47	32	68%
Creative Design and Technical Drawing 1	51	30	59%

Creative Design and Technical Drawing 2	23	21	91%
Creative Design and Technical Drawing 3	15	14	93%
Cutting Room Control 1	24	20	83%
Cutting Room Control 2	16	16	100%
Drawing And Illustration 1	47	31	66%
Drawing And Illustration 2	23	22	96%
Drawing And Illustration 3	15	14	93%
Garment Technology 1	48	25	52%
Garment Technology 2	24	18	75%
Garment Technology 3	15	14	93%
Grading 2	16	14	88%
Grading 3	17	16	94%
Industry Practice 3	17	16	94%
Management 1	24	20	83%
Management 2	15	14	93%
Management 3	18	17	94%
Management 4	4	3	75%
Manufacture 1	26	17	65%
Manufacture 2	16	16	100%
Manufacture 3	17	16	94%
Pattern Making 3	17	16	94%
Pattern Making and Technical Drawing 1	25	18	72%
Pattern Making and Technical Drawing 2	16	16	100%
Pattern Technology 1	48	27	56%
Pattern Technology and Grading 2	23	19	83%
Pattern Technology and Grading 3	15	14	93%
Production Environment Studies 1	51	33	65%
Production Environment Studies 2	21	18	86%
Production Environment Studies 3	14	13	93%
Production Organisation 1	24	19	79%
Production Organisation 2	15	15	100%
Production Organisation 3	16	16	100%
Production Organisation 4	4	3	75%
Quality Control 2	16	16	100%
Research And Dissertation	6	0	0%
Research Methodology 3	18	13	72%
Retail and Marketing 3	18	17	94%
Specialised Clothing Technology 4	5	4	80%
Specialised Production Technology 4	3	3	100%
Textile Studies 1	48	24	50%
Textile Technology 1	25	16	64%
Textile Technology 2	17	16	94%
Theory of Clothing 1	50	30	60%
Theory of Clothing 2	22	21	95%
Theory of Clothing 3	15	14	93%

Theory of Clothing 4	4	1	25%
Two and Three Dimensional Design 1	48	32	67%
Two and Three Dimensional Design 2	23	22	96%
Two and Three Dimensional Design 3	14	13	93%
Work Study 1	25	22	88%
Work Study 2	16	16	100%
Work Study 3	17	16	94%
Work Study 4	4	3	75%
DEP OF GRAPHIC DESIGN			
Communication Design 1	51	42	82%
Communication Design 2	35	34	97%
Communication Design 3	28	27	96%
Communication Design 4	15	15	100%
Design Techniques 1	51	41	80%
Design Techniques 2	35	34	97%
Design Techniques 3	29	28	97%
Graphic Design Drawing 1	54	45	83%
Graphic Design Drawing 2	32	32	100%
Graphic Design Drawing 3	30	30	100%
History and Theory of Graphic Design 2	36	35	97%
History and Theory of Graphic Design 3	30	28	93%
History of Art And Design 1	51	45	88%
Professional Graphic Design Practice 1	51	45	88%
Professional Graphic Design Practice 2	36	35	97%
Professional Graphic Design Practice 3	28	28	100%
Theory of Graphic Design & Academic Report 4	15	13	87%
DEP OF INDUSTRIAL DESIGN			
Business Studies 3	3	2	67%
Design Theory 4	7	7	100%
Engineering Media 3	4	3	75%
History of Industrial Design 1	35	30	86%
History of Industrial Design 2	20	19	95%
History of Industrial Design 3	19	16	84%
Industrial Design Digital Media 3	15	13	87%
Industrial Design Technology 2	22	22	100%
Industrial Design Business 1	36	30	83%
Industrial Design Business 2	22	20	91%
Industrial Design Business 3	18	14	78%
Industrial Design Digital Media 1	34	29	85%
Industrial Design Digital Media 2	21	20	95%
Industrial Design Drawing Media 1	34	29	85%
Industrial Design Drawing Media 2	22	22	100%
Industrial Design Drawing Media 3	17	16	94%
Industrial Design Engineering Media 1	34	30	88%
Industrial Design Engineering Media 2	23	19	83%

Industrial Design Engineering Media 3	15	10	67%
Industrial Design Technology 1	35	28	80%
Industrial Design Technology 3	15	13	87%
Presentation Media 3	2	1	50%
Product Design 1	34	29	85%
Product Design 2	24	21	88%
Product Design 3	18	13	72%
Product Design 4	6	4	67%
Professional Practice 4	6	6	100%
Research and Dissertation	2	0	0%
Technology 3	3	2	67%
DEP OF INTERIOR DESIGN			
Drawing for Design 1	41	37	90%
Form and Colour 1	41	35	85%
Graphic Interpretation 1	44	39	89%
Graphic Technology 3	4	3	75%
History of Art And Design 1	40	35	88%
History of Art and Design 2	23	20	87%
History of Art and Design 3	33	31	94%
Interior Design 1	42	37	88%
Interior Design 2	32	24	75%
Interior Design 3	29	25	86%
Interior Design 4	16	16	100%
Interior Design Construction 1	40	35	88%
Interior Design Construction 2	26	20	77%
Interior Design Construction 3	24	20	83%
Interior Design Practice 3	4	3	75%
Interior Design Technology 1	41	37	90%
Interior Design Technology 2	25	23	92%
Interior Design Technology 3	24	22	92%
Interior Design Technology 4	18	17	94%
Methods of Construction 3	4	3	75%
Presentation Techniques 2	27	22	81%
Presentation Techniques 3	28	25	89%
Professional Interior Design Practice 1	47	44	94%
Professional Design Practice 3	3	3	100%
Professional Interior Design Practice 2	23	22	96%
Professional Interior Design Practice 3	28	28	100%
Professional Interior Design Practice 4	14	13	93%
Research and Dissertation	4	0	0%
Technical Services 2	27	27	100%
Technical Services 3	29	28	97%
Theory of Design 2	27	27	100%
Theory of Design 3	31	30	97%
Theory of Materials and Finishes 1	38	33	87%

Theory of Materials and Finishes 2	28	22	79%
Theory of Materials and Finishes 3	6	5	83%
Theory of Research and Design 4	14	13	93%
DEP OF JEWELLERY AND CERAMIC DESIGN			
Art and Jewellery History 3	1	0	0%
Business Theory 3	1	0	0%
Ceramic History 3	8	6	75%
Ceramic Practice 3	6	6	100%
Ceramic Science 3	7	7	100%
Design Management 3	9	7	78%
Design Management 1	20	9	45%
Design Management 2	16	14	88%
Design Management 3	11	10	91%
Drawing for Design 3	6	6	100%
Gemmology 2	20	13	65%
Gemmology 3	13	11	85%
Jewellery Design 1	20	10	50%
Jewellery Design 3	2	1	50%
Jewellery Drawing 1	20	11	55%
Jewellery Drawing 3	3	2	67%
Jewellery History 1	19	15	79%
Jewellery History 2	17	16	94%
Jewellery History 3	12	7	58%
Jewellery Practice 2	18	16	89%
Jewellery Practice 3	12	11	92%
Jewellery Practice 4	8	6	75%
Jewellery Techniques 1	20	12	60%
Jewellery Techniques 3	3	2	67%
Jewellery Technology 1	20	13	65%
Jewellery Theory 4	5	5	100%
DEP OF MULTIMEDIA			
Contextual Studies 1: Multimedia	54	41	76%
Contextual Studies 2	44	42	95%
Contextual Studies 3	29	26	90%
Multimedia Design 1	55	43	78%
Multimedia Design 2	41	39	95%
Multimedia Design 3	29	28	97%
Multimedia Design 4	21	21	100%
Multimedia Technology 1	56	47	84%
Multimedia Technology 2	40	38	95%
Multimedia Technology 3	29	28	97%
Multimedia Technology 4	22	22	100%
Professional Practice Multimedia 1	55	47	85%
Professional Practice Multimedia 2	41	41	100%
Professional Practice Multimedia 3	31	30	97%

Research Methods and Techniques 4	21	20	95%
Visualization Techniques 1	54	46	85%
Visualization Techniques 2	45	41	91%
Visualization Techniques 3	29	28	97%
DEP OF VISUAL ART			
Art Theory 1	35	25	71%
Art Theory 2	20	20	100%
Art Theory 3	22	21	95%
Art Theory 4	11	11	100%
Conceptual Studies 1	33	26	79%
Drawing: Fine Art 1	33	23	70%
Drawing: Fine Art 2	17	15	88%
Drawing: Fine Art 3	21	20	95%
Form and Colour Studies 1	33	26	79%
Graphic Interpretation 1	32	26	81%
Painting 2	18	18	100%
Painting 3	9	8	89%
Painting 4	4	4	100%
Printmaking 2	18	18	100%
Printmaking 3	8	8	100%
Printmaking 4	3	2	67%
Research and Dissertation	10	4	40%
Sculpture 2	19	19	100%
Sculpture 3	4	4	100%
Sculpture 4	3	3	100%
Space and Volume Studies 1	32	26	81%
Visual Studies 1	33	23	70%
Visual Studies 2	21	21	100%
Visual Studies 3	22	21	95%

APPENDIX 5: EXTERNAL MODERATION AND ASSESSMENT

Architecture

Module name		Module code	Moderator/s	Affiliation	Moderator's report submitted
1	Computer Applications IV: June	AAP41-1	Liebenberg S	Gensec Property Services	Yes
2	Computer Applications IV	AAP41-1	Liebenberg S	Gensec Property Services	Yes
3	Computer Aided Draughting III: June	ACD311	Crystal A	a3Architects	No
4	Computer Aided Draughting III	ACD311	Crystal A	a3Architects	Yes
5	Architectural Digital Technology IV: June	ADI41-1	Veliotes A	SACAP Registered Architectural Practice	Yes
6	Architectural Digital Technology IV	ADI41-1	Veliotes A	SACAP Registered Architectural Practice	Yes
7	Survey and Landscaping III: June	ALS311	French J A	Not specified	Yes
8	Architectural Management IV: June	APM41-1	Neves J	@ 126	No
9	Architectural Management IV	APM41-1	Neves J	@ 126	Yes
10	Construction and Detailing IV: June	ATC43-1	Joubert C	TUT	Yes
11	Construction and Detailing IV	ATC43-1	Joubert C	TUT	No
12	Principles of Architectural Design III: June	ATD311	Chapman T J	Not specified	No
13	Principles of Architectural Design III	ATD311	Chapman T J	Not specified	Yes
14	Office Practice III: June	ATO311	Braghini M	Not specified	No
15	Office Practice III	ATO311	Braghini M	Not specified	No
16	Office Practice IV: June	ATO42-1	Alexander R I B	SACAP Registered Architectural	No

				Practice	
17	Office Practice IV	ATO42-1	Alexander R I B	SACAP Registered Architectural Practice	Yes
18	Studio Work III	ATS311	Van den Berg MM	Not specified	Yes
19	Housing IV	BHS41-1	Dodd H M	Not specified	No
20	Housing IV	BHS41-1	Liebenberg S	Gensec Property Services	No
21	Housing IV	BHS41-1	Zack T	Not specified	Yes
22	Principle of Urban Design IV: June	PUD41-1	Chungu G	WITS	Yes
23	Principle of Urban Design IV	PUD41-1	Chungu G	WITS	Yes
24	Urban Policy Studies IV: June	UPS41-1	Holden R	JHB City Council	Yes
25	Urban Policy Studies IV	UPS41-1	Zack T	Not specified	No

Fashion Design

Module name		Module code	Moderator/s	Affiliation	Moderator's report submitted
1	Marketing III	BSY311A	Kruger D	TUT	Yes
2	Methodology III	BSY311B	Du Pisani P	LISOF	Yes
3	Business Studies IV	BSY43-1	Kruger D	TUT	Yes
4	Industry Practice III	CIP311	Kruger D	TUT	Yes
5	Garment Technology III	CLA33A1	Kotze T	Edcon	Yes
6	Pattern Technology and Grading III	CLA33B1	Kotze T	Edcon	Yes
7	Production Environment Studies III	CLA33C1	Du Pisani P	LISOF	Yes
8	Specialised Clothing Technology IV	DSC41-1	Van Wyk A	VUT	Yes
9	Management IV	HMB41-2	Kruger D	TUT	Yes
10	Pattern Making III: June	IPT31B1	Pienaar E	Ronel Jordan Textiles	Yes
11	Grading III: June	IPT32C1	Pienaar E	Ronel Jordan Textiles	Yes

12	Management III: June	IPT33A1	Pienaar E	Ronel Jordan Textiles	Yes
13	Business Studies III	PPC311	Kruger D	TUT	Yes
14	Business Studies IV	PPC43-1	Kruger D	TUT	Yes
15	Production Organisation III: June	PRO33A1	Mann T	Sewafrica	Yes
16	Workstudy III	PRO33B1	Mann T	Sewafrica	Yes
17	Production Organisation IV	PRO43A1	Kruger D	TUT	Yes
18	Workstudy IV	PRO43B1	Kruger D	TUT	Yes
19	Specialised Production Technology IV	PTS41-1	Kruger D	TUT	Yes
20	Two and Three Dimensional Design III	VAHA321	Du Pisani P	LISOF	Yes
21	Creative Design and Technical Drawing III	VAHB321	Du Pisani P	LISOF	Yes
22	Drawing and Illustration III	VAHC321	Du Pisani P	LISOF	Yes
23	Management III	VBD311	Kruger D	TUT	Yes
24	Theory of Clothing III	VKB311	Mann T	Sewafrica	Yes

Graphic Design

Module name		Module code	Moderator/s	Affiliation	Moderator's report submitted
1	Graphic Design Drawing III	GDD33-1	Vally N	TUT	Yes
2	History and Theory of Graphic Design III	GDH32-1	Sutherland I	DUT	Yes
3	Theory of Graphic Design and Academic Report IV	GDH43-1	Sutherland I	DUT	Yes
4	Communication Design III	GDM33-1	Vally N	TUT	Yes
5	Communication Design IV	GDM43-1	Vally N	TUT	Yes
6	Professional Graphic Design	GDP33-1	Vally N	TUT	Yes

	Practice III				
7	Design Techniques III	GDT33-1	Vally N	TUT	Yes

Industrial Design

Module name		Module code	Moderator/s	Affiliation	Moderator's report submitted
1	Industrial Design Business III	DBU311	Jacobsz S	Innovation	Yes
2	Industrial Design Technology III	DTC311	Jacobsz S	Innovation	Yes
3	Technology III	KDT33-1	Jacobsz S	Innovation	Yes
4	Business Studies III	KBS3-31	Jacobsz S	Innovation	Yes
5	Product Design IV	KPD4-11	Fundudis J	Envizij	Yes
6	Professional Practice IV	KPP4-11	Fundudis J	Envizij	Yes

Interior Design

Module name		Module code	Moderator/s	Affiliation	Moderator's report submitted
1	Graphic Technology III	AMP3-1A	Murray L	Infinitude	Yes
2	Presentation Techniques III	AMP3-1B	Del-Frate D	Big Fish	Yes
3	Methods of Construction III	AOT32A1	Del-Frate D	Big Fish	Yes
4	Theory of Materials and Finishes III	AOT32B1	Wright C	Freelance	Yes
5	Technical Services III: June	AOT32C1	O'Donovan R	D12 Interiors	Yes
6	Technical Services III	AOT32C1	Murray L	Infinitude	Yes
7	Professional Design Practice III: June	DPP32-1	Smit C	River Woods	Yes
8	History of Art and Design III	DTH32A1	Königk R	UP	Yes
9	Theory Design III: June	DTH32B1	Königk R	UP	No
10	Interior Design Practice III	IDP3-11	Barratt M	Damelin	Yes
11	Professional	IPT4-11	Barry G	Inscape	No

	Interior Design Practice IV				
12	Interior Design Technology	ITD4-11	Barratt M	Damelin	No
13	Interior Design Construction III	ITE331	Del-Frate D	Big Fish	Yes
14	Presentation Techniques III	ITF331	Del-Frate D	Big Fish	Yes
15	History of Art and Design III	ITH331	König R	UP	Yes
16	Professional Interior Design Practice IV	ITP4-11	Barry G	Inscape	No
17	Technical Services III: June	ITS331	O'Donovan R	D12 Interiors	Yes
18	Theory Design III: June	ITT331	König R	UP	Yes
19	Theory of Research and Design IV	ITT4-11	Delaney C S	Infinitude	No
20	Interior Design III	ITX331	Del-Frate D	Big Fish	Yes
21	Interior Design IV	ITX4-11	Barratt M	Damelin	No
22	Interior Design III	KDA32-1	Del-Frate D	Big Fish	Yes

Jewellery and Ceramic Design

Module name		Module code	Moderator/s	Affiliation	Moderator's report submitted
1	Ceramic History III	KCD3A21	Van Vliet Q	Independent	Yes
2	Ceramic Science III	KCD3B21	Sellschop S	Independent	Yes
3	Gemmology III	JTH32A1	Thompson W	Independent	Yes
4	Jewellery Practice III	JPR321	De Beer C J	DUT	Yes
5	Jewellery Design III	JDD33-1	De Beer C J	DUT	Yes
6	Jewellery Drawing III	JDR33-1	De Beer C J	DUT	Yes
7	Jewellery History III	JHI321	Terreblanche C	Stellenbosch University	Yes
8	Art and Jewellery History III	JTH33C1	Terreblanche C	Stellenbosch University	No
9	Jewellery Techniques III	JTT33-1	De Beer C J	DUT	Yes
10	Jewellery Practice IV	JPR43-1	De Beer C J	DUT	Yes

11	Jewellery Theory IV	JTH43-1	Sooful A	VUT	Yes
12	Ceramic Practice III	KCE3-21	Kruger R	TUT	Yes
13	Design Management III	KPS3-21	Kruger R	TUT	Yes

Multimedia

Module name		Module code	Moderator/s	Affiliation	Moderator's report submitted
1	Contextual Studies III	MCS32-1	Kearney A	WITS	Yes
2	Multimedia Design III	MMD32-1	Erasmus J	Injozi Design CC	Yes
3	Multimedia Design IV	MMD41-1	Kearney A	WITS	Yes
4	Multimedia Technology III	MMT32-1	Erasmus J	Injozi Design CC	Yes
5	Multimedia Technology IV	MMT41-1	Kearney A	WITS	Yes
6	Professional Practice Multimedia III	MPP32-1	Kearney A	WITS	Yes
7	Research Methods and Techniques IV	MRM41-1	Kearney A	WITS	Yes
8	Visualization Techniques III	MVT32-1	Erasmus J	Injozi Design CC	Yes

Visual Art

Module name		Module code	Moderator/s	Affiliation	Moderator's report submitted
1	Drawing: Fine Art III	ADR32-1	Sooful A	VUT	Yes
2	Visual Studies III	AVS33-1	Sooful A	VUT	Yes
3	Sculpture III	KAJ32-2	Sooful A	VUT	Yes
4	Sculpture IV	KAJ43-1	Eksteen F	UP	Yes
5	Printmaking III	KAL31-2	Sooful A	VUT	Yes
6	Printmaking IV	KAL42-1	Eksteen F	UP	Yes
7	Painting III	KSK32-2	Sooful A	VUT	Yes
8	Painting IV	KSK43-1	Eksteen F	UP	Yes
9	Art Theory IV	TAA41-1	Eksteen F	UP	Yes
10	Art Theory III	THA32-1	Sooful A	VUT	Yes

APPENDIX 6: RISK MANAGEMENT

Architecture

Risk	Intervention
Dropping standards in the public education system	Pre-application workshop, reduce staff: student ratio
Attracting experienced staff	Department cannot mitigate

Fashion Design

Risk	Intervention
Success in postgraduate offerings.	Supervision assistance and training Restructuring of the DRC
At risk modules	Identify at risk modules Discuss possible areas of intervention with module lecturers

Graphic Design

Risk	Intervention
Staff office environment leads to inefficiency and impaired ability to do research due to noise and temperature levels and overcrowding	Staff may apply for time to work off-site
Student studios not conducive to best teaching practice due to noise and temperature levels	This issue is ongoing – been raised numerous times by the Dean's Office with no progress from UJ Operations
Enrolment management	Implement lessons learnt in 2011 for managing enrolment in 2012

Industrial Design

Risk	Intervention
Quality of academic writing and depth of student engagement with key texts and research areas	Employed an academic support specialist to assist struggling students. Develop an ethos of engagement with industrial design theories. Implement a process of including specific theory as an underpinning requirement for Product Design projects.
MTech Enrolments The departments BTech students appear to have limited interest in further postgraduate study even though the trend for qualifications and employment internationally seems to be a Masters degree as an entry level. One consideration is that after four years of study students are eager to start working in the field of industrial design and there are many employment opportunities available for BTech: Industrial Design graduates.	The department has already implemented the following: The MTech Studio is highly visible with the studio located centrally amongst the NDip and BTech studios; MTech students are employed part time to subsidise their studies; the Department has published all previous MTech dissertations on the department website and encourages BTech students to access this website and peruse the dissertations. The Design Theory 4 module was purposefully adjusted in 2009 to include a history of scientific research, research methodology and proposal writing skills course. This approach was continued and developed upon in 2010. Students were required to complete a series of

	<p>essay projects which built confidence in the use of the academic writing and research principles acquired. This equips the students with a foundation to assist them in completing the mini dissertation requirement in the second semester. Completing the mini dissertation gives the students a preparatory exercise in research writing related to a design project i.e. a minor version of a potential MTech which should give them the confidence needed to enter this programme.</p> <p>The Department has become involved in initiatives in the University's key research areas: energy and water. These research areas should offer opportunities for potential MTech: Industrial Design research projects.</p>
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Interior Design

Risk	Intervention
Management of the computer labs and equipment.	A lecturer is sacrificing personal time and energy to manage the facilities, impacting on the progress of postgraduate studies. The university support staff to manage the facilities is not available as promised. Additional assistance needs to be identified to assist both the department and the faculty in the upkeep and maintenance of the computer facilities.
Slow progress of staff participating in the Staff Qualification Project	Staff members are encouraged to attend the workshops that form part of the SQP initiative. Workshops often clash with programme offering and make it impossible for staff to attend regularly.
Compulsory postgraduate studies impact negatively on academic staff morale and performance	Three staff members are required to complete their master's studies. No interventions were taken in 2009, although an additional lecturer relief will be required in future.

Jewellery and Ceramic Design

Risk	Intervention
Low student numbers in programmes	<p>BTech recruitment: staff contacted all students on the alumni list All competent 2010 third year Jewellery students were advised to consider registering for the BTech. Other universities were contacted to ascertain the availability of possible candidates.</p> <p>National Diploma recruitment: all the students who attended the UJ Open Day and indicated an interest in the programme were contacted to query their application status. An appeal to industry partners for assistance was made at the Advisory Committee on 9 November 2010.</p>

Multimedia

Risk	Intervention
Capacity and interest in theory modules	Additional theory support and consultation was offered within the Department and the PsyCaD services are made known to all students

Visual Art

Risk	Intervention
Health and safety management Prior to the appointment of a technical assistant, the risk attached to unassisted/unsupervised student work at undergraduate level was discomforting, especially where class sizes had increased.	Since mid April, a new technician gradually took charge of the workshop in terms of managing the resources, facility and providing assistance to students and staff. He also represented the Department on the Faculty's Health & Safety Committee. He has attended first aid training and is fast becoming acquainted with the requirements for proper safety standards.
Calibre of first year students During the first quarter of 2010, it soon became evident from feedback of class performance, that the first year students were ill-equipped academically to meet the demands of the programme. Despite proactive interventions in the form of weekly lectures provided by the Academic Development Centre, it was noted that the first year performance generally, was uncharacteristically lack-lustre.	The Department instituted a rigorous process of monitoring, tutorial assistance and regular feedback from the year co-ordinator. Despite such concerted efforts, certain students deregistered at mid-year. In consequence, the class progress in the second semester greatly improved. To a large extent, the intervention of an academic writing support tutor in the second semester proved invaluable.

Academic Administration

Risk	Intervention
Retirement of Senior Faculty Officer	Contract appointment of this staff member arranged to ensure smooth transition

APPENDIX 7: 2011 FACULTY AND DEPARTMENTAL MARKETING INITIATIVES

FACULTY MARKETING IN 2011

Many of the 2010 marketing activities will be repeated in 2011 as they proved to be successful in achieving the set objectives. Priorities for the Faculty include promoting new programmes once they have been approved by the Department of Education and Training. The specific marketing plan developed for the Faculty Research Centre will remain a focus area in 2011. Initiatives to increase the pool of applicants for under subscribed programmes will continue. The Faculty will host the Design Indaba Young Designer's Simulcast at the UJ Arts Centre in February 2011. The Design Indaba is a multi-sectoral design conference and exhibition which focuses on bringing international thought leadership into South Africa. This strategic association will help build the professional creative profile of the Faculty and be used to market post-graduate programmes. The website content will continue to receive special attention as it generates many enquiries. Navigation and content suitability per targeted market will be reviewed in 2011. Establishing links to and from external sites, including social networking sites, will enjoy priority. The Faculty will continue to employ a final-year public relations student to assist with operational marketing.

DEPARTMENT OF ARCHITECTURE

Host workshops with the Gauteng Institute of Architecture

DEPARTMENT OF FASHION

Fashion Fusion will be held again in 2011 - a re-focus of the event is necessary
Promotion of programmes – Find alternate opportunities to promote the programmes and develop additional promotional material such as DVD, graduate booklet, t-shirts.

DEPARTMENT OF GRAPHIC DESIGN

UJ Publications: Newsworthy stories and pictures to be supplied to Marketing Executive

Student Exhibition: Third years design invite and poster, Prize giving, Participate in exhibition

Competitions: All third years must enter at least three competitions. Lecturers take responsibility for driving entry into specific competitions

Website: Update and keep current

Student work: Archive of student work, new work for brochure

FADA Tours for Schools: Exhibitions in atrium area

Open Day: Graphic Design Stall to be manned by all staff

Information Sessions: Graphic Design Staff involved

Database: Kept up to date

Staff Exhibition: All staff to participate

Industry Lecture Series: Expose opinion formers in industry to FADA and our Department

DEPARTMENT OF INDUSTRIAL DESIGN

In 2011 the department will:

- Source and enter significant international and national competitions
- Become an ICSID Educational Partner
- Develop a web presence online using social media: Facebook
- Develop cars for the Solar Car Challenge Competition in collaboration with the Engineering Faculty
- Maintain and update the departments website
- Have the academics make themselves available for interviews on department student industrial design activities

DEPARTMENT OF INTERIOR DESIGN

The main focus of the marketing plan for 2011 will be on departmental profile building

- Increase external awareness through publishing student and department events. Utilise various channels such as the internet, magazines, newsletters or newspaper releases
- Regular update and upkeep of the Interior Design website page
- Continue to take part in student competitions and aim to improve submissions
- Focus on maintaining strategic partnership with magazines such as VISI.

DEPARTMENT OF JEWELLERY AND CERAMIC DESIGN

The Departmental decision is to completely support and maximise the marketing opportunities in all the existing Faculty/Departmental marketing initiatives such as The Winter Jewellery Classes, UJ Info Day, UJ Open Day, Student Exhibitions, School Talks, Industry Talks, Design Indaba and Competitions.

Additionally, the Department will draw up and implement a marketing plan that will also target key schools in Johannesburg and the surrounding areas.

DEPARTMENT OF MULTIMEDIA

Marketing for 2011 includes a more focused and regular contribution to faculty marketing. Marketing is a standing item on the weekly department agenda and will be monitored accordingly. A student assistant will help with uploading of content from all sectors of the Department to the faculty web site, keeping the material current. The marketing plan for 2011 is to actively promote the teaching, practice and research thrusts in the Department and to include student design processes and results in a selected number of marketing opportunities during the year.